

# COVID-19: Operational Risk Assessment

**SCHOOL NAME: ST. JOHN'S C.E. PRIMARY, Friern Barnet**

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Graham Gunn Macci Dobie	05.08.2021	31.08.2021 09.09.21 26.10.21 24.11.21 21.12.21 22.12.21	Staff, pupils, parents, visitors, volunteers, contractors

## Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the 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: [Actions for schools during the coronavirus outbreak - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/actions-for-schools-during-the-coronavirus-outbreak)

Note: this template is based on current guidance as of July 2021 and that the situation may change by September

## Other Related Documents:

Relevant Existing Policies	Local Authority/Trust/Union documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2012 The Health Protection (Notification Regulations) 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'	Covid19 Education and Skills Service Strategy (July 2021)  Education and Skills Service Recovery Planning support for schools (May 2021)  Note: The Joint Trade Unions have called on the Government to reintroduce the use of face mask for pupils and staff in secondary schools. Therefore the unions recommend the wearing of face masks should be	New operational guidance has been published, in line with step 4 of the road map: <ul style="list-style-type: none"> <li>• <a href="https://www.gov.uk/government/guidance/actions-for-schools-during-the-coronavirus-outbreak">Actions for schools during the coronavirus outbreak</a></li> <li>• <a href="https://www.gov.uk/government/guidance/guidance-for-special-schools-and-other-specialist-settings">Guidance for special schools and other specialist settings</a></li> <li>• <a href="https://www.gov.uk/government/guidance/actions-for-fe-colleges-and-providers-during-the-coronavirus-outbreak">Actions for FE colleges and providers during the coronavirus outbreak</a></li> <li>• <a href="https://www.gov.uk/government/guidance/actions-for-early-years-and-childcare-providers-during-the-coronavirus-outbreak">Actions for early years and childcare providers during the coronavirus outbreak</a></li> <li>• <a href="https://www.gov.uk/government/guidance/use-of-ppe-in-education-childcare-and-childrens-social-care">Use of PPE in education, childcare and children's social care</a></li> </ul> <p><a href="https://www.gov.uk/government/guidance/covid-19-action-for-out-of-school-settings-guidance">Covid-19 Action for out-of-school settings guidance</a> has been added which applies from step 4. <b>It removes restrictions such as keeping children in consistent groups (bubbles), wearing face coverings in classrooms, communal areas and in community settings, limits on parental attendance,</b> and restrictions on group sizes for residential visits. <b>It also includes information about updating your outbreak management plan and what to do when an individual in your setting tests positive for Covid-19. From 16 August, children under the age of 18 years</b></p>

	<p>included as an additional control measure to reduce the risk of infection</p>	<p><i>old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact</i></p> <p>Transport <a href="#">guidance</a> has been updated to reflect step 4 of the roadmap out of lockdown. It removes the recommendations that distancing should be maximised and mixing should be minimised, and that children and young people aged 11 and over should wear face coverings. It provides advice on continuing to take proportionate measures to reduce the spread of infection.</p> <p>The <a href="#">public health guidance</a> has been updated for exams with advice that applies from step 4. The guidance removes restrictions such as keeping students in consistent groups (bubbles) and wearing face coverings in classrooms and communal areas, and on dedicated transport</p> <p><a href="#">Protect vulnerable workers - Working safely during the coronavirus (COVID-19) pandemic (hse.gov.uk)</a></p> <p><a href="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a></p>
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## Risk matrix

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

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
<b>A. Staffing Resources</b>							
1. Risk that there are insufficient staff to	3	4	12	<ul style="list-style-type: none"> <li>Clinically extremely vulnerable (CEV) people are no longer advised to shield,</li> </ul>	Y	<ul style="list-style-type: none"> <li>All staff able to return to work in September 2021. No staff member is categorised as</li> </ul>	

support all the pupils to be in school			<p>but may wish to take extra precautions to protect themselves and to follow the practical steps set out in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 to minimise their risk of exposure to the virus.</p> <ul style="list-style-type: none"> <li>• Staff in settings who are CEV should attend their place of work if they cannot work from home.</li> </ul>		<p>'extremely clinically vulnerable'. Some members fall within the clinically vulnerable group <b>but all have received their first and/or second Covid vaccinations and the majority have had booster jabs (December 2021).</b></p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>
			<ul style="list-style-type: none"> <li>• Establish how many and which staff will be available, if staff develop COVID-19 symptoms and isolating, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments for the CEV staff where appropriate (guidance to be published by the DHSC)</li> </ul>	Y	<ul style="list-style-type: none"> <li>• No staff are CEV. Members of staff who might become CEV will be identified and their needs understood and arrangements put in-place to ensure their wellbeing (they will have the option to wear face masks, maintain good hand hygiene and social distancing).</li> </ul>
			<ul style="list-style-type: none"> <li>• Based on available staffing and any cover you are able to secure, decide 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	<ul style="list-style-type: none"> <li>• Pupils who are in need of self-isolating will be offered home learning in the form of readily available resources such as Oak National Academy, BBC Bitesize, Mathletics and Reading Eggs. This will be supplemented by tasks set by the class teacher <u>where possible and only if staff can manage it alongside their existing workload.</u> Should whole classes be required to self-isolate, pupils will be offered a more bespoke home learning offer via google classroom as per our earlier lockdown offer.</li> </ul>
			<ul style="list-style-type: none"> <li>• Ensure flexible and responsive use of teaching assistants</li> </ul>	Y	<ul style="list-style-type: none"> <li>• TAs will provide support to teachers and only when unavoidable due to staff shortage, lead a bubble (subject to their agreement).</li> </ul>
			<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</li> </ul>	Y	<ul style="list-style-type: none"> <li>• SENDCo will organise TA support according to needs of pupils. 1:1 support will be offered to pupils with EHCPs.</li> </ul>

				changes in contact. Some pupils, for example those with Autism will need to be supported by the same adults, where possible		
				<ul style="list-style-type: none"> <li>From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.</li> </ul>	Y	<ul style="list-style-type: none"> <li>The school will continue to work with and support test and trace as and if required. We have taken a decision to inform our school community of outbreaks of covid without assuming responsibility for test and trace. Families will be advised to take regular LFD Tests and report positive cases to the school should they occur.</li> <li>If there is a positive case of Covid within a class, all pupils and staff working in that class will be informed and a LFD test will be taken by all pupils and staff in that class. Pupils and staff with a negative test result will be able to return to school. Proof of a negative test will be required in the form of the LFD test barcode. We hope and implore parents and carers to support this request.</li> <li>Pupils who are considered a close contact of a Covid positive case i.e. are living with someone who has tested positive for Covid or sat next to a peer with a positive PCR result will be asked to undertake daily LFD tests for 7 days; they can continue to attend school with a negative daily result.</li> <li>Staff who are considered a close contact of a Covid positive case should take daily LFD tests for 7 consecutive days and a PCR test. They may continue to work until/unless the tests are positive or they develop Covid symptoms. This will help to ensure that the school has sufficient staff to keep classes open.</li> <li>Children who receive a positive test result will be required to self-isolate for 7 days and only return to school if well enough to do so. Remote</li> </ul>

					<p>learning as described previously, will be provided for these pupils during their period of self-isolation.</p> <ul style="list-style-type: none"> <li>• Staff who test positive will be required to self-isolate for 7 days. The school would make every effort to staff the class in this situation however if this is not possible, all pupils would need to remain at home and a more bespoke remote learning offer will be provided for the class. Schools are currently finding it very difficult to cover absent staff due to the limited availability of agency teachers (December 21 / January 2022)</li> <li>• Children who display any symptoms commonly associated with Covid including continuous coughing, high temperature, loss of taste and smell, vomiting, diarrhoea, runny nose, headache, extreme fatigue and back pain (this list is not exhaustive as the list of commonly associated symptoms changes over time) will be sent home and parents will be asked to conduct a LFD test before their child returns to school. Positive LFD tests will require a PCR. Please inform the school of test results. The school will make such requests in good faith to the best of its ability. (nb. children with a persistent cough, high temperature, loss of taste and smell, vomiting, diarrhoea will be required to return home as soon as possible.) For all other symptoms we will expect a LFD test to be taken once a child returns home at the end of the school day.</li> </ul>
			<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).</li> </ul>	Y	<ul style="list-style-type: none"> <li>• 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; 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</li> </ul>

						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)	
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	5	15	<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	<ul style="list-style-type: none"> <li>Staff to keep HT and DHT informed regularly as to their availability for working on site.</li> <li>LFT testing to continue twice weekly (Sunday and Wednesday evenings) and positive results to be communicated to HT or DHT to ensure that cover can be arranged as well as putting into place isolating measures. Test results to be reported to the NHS as normal and test codes to be recorded by staff on completion (record sheet to be saved to staff Google Drive)</li> </ul>	
				<ul style="list-style-type: none"> <li>Full use is made of all qualified teachers.</li> </ul>	Y	<ul style="list-style-type: none"> <li>All staff, including both teaching and non-teaching, will resume normal class duties; this includes staff working across classes who will be <u>encouraged for their own protection</u> to maintain social distancing, maintain good hand hygiene and wear a face covering. Temperature checks must take place on arrival at the school.</li> </ul>	
				<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>		<ul style="list-style-type: none"> <li>Teaching assistants to be used to support classes and to provide targeted support for those most in need.</li> </ul>	
				<ul style="list-style-type: none"> <li>Full use is made of test and trace to inform staff deployment i.e. ensure staff who have been instructed to self-isolate through test and trace are not attending school</li> </ul>	Y	<ul style="list-style-type: none"> <li>All staff understand the need to comply with test and trace isolation requirements and they will share this information with the HT /DHT as required.</li> </ul>	
				<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</li> </ul>	Y	<ul style="list-style-type: none"> <li>All pupils are expected to return to school in January 2022.</li> <li>If a child has to self-isolate they will be offered an opportunity to continue their</li> </ul>	

				learning and attendance at school is utilised until staffing levels improve.		learning at home (see home learning provision notes above) thereby enabling staff to continue to deliver school learning. <ul style="list-style-type: none"> <li>If a whole class needs to self-isolate, the pupils will be offered a more bespoke home learning (see above).</li> </ul>	
				<ul style="list-style-type: none"> <li>Where possible, ensure pupils with SEND are prioritised to be in school.</li> </ul>	Y	<ul style="list-style-type: none"> <li>The needs of SEND pupils are understood and provided for.</li> </ul>	
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	3	3	9	<ul style="list-style-type: none"> <li>Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.</li> </ul>	Y	<ul style="list-style-type: none"> <li>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>January 2022</b> have been booked and are on a prolonged contract.</li> <li>Peripatetic music teachers are booked to teach throughout the year; these teachers will be encouraged to maintain social distancing where possible, maintain good hand hygiene and wear a face covering. They must ensure that teaching spaces are ventilated and all equipment and instruments cleaned after each use. Visiting teachers are expected to take a LFD test the evening before visiting the school and if required provide evidence of a negative result. Temperature checks must take place on arrival at the school. Risk assessments will be in-place for visiting staff and they will also comply with their own organisations risk assessments, eg. BEAT</li> </ul>	
		1	3Y	<ul style="list-style-type: none"> <li>Ensure visiting staff are aware of hygiene measure and minimise contact to only pupils who need to be taught.</li> </ul>	Y	<ul style="list-style-type: none"> <li>Where possible, visiting staff to work with one bubble only and to ensure that social distancing protocols are maintained.</li> <li>Visitors to be informed of school expectations with regards to following safety protocols. Workshop staff are expected to have their own risk assessments for school</li> </ul>	

						<ul style="list-style-type: none"> <li>visits and it is the responsibility of organising teachers to request this when booking</li> <li>Workshops will take place in the school hall, where possible, to enable better social distancing. Facilitators will be required to have their temperature taken upon arrival and provide evidence of a negative LFD test result taken within 12-18 hours of attending school.</li> </ul>	
		2	6	<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	<ul style="list-style-type: none"> <li>Informal risk assessments will be made on an individual basis and induction carried out when required.</li> </ul>	
		1	3	<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	<ul style="list-style-type: none"> <li>n/a. No ITT trainees scheduled for 2021-2022</li> </ul>	
4. Risk of infection of <b>extremely clinically vulnerable</b> members of the household of a member of staff.	2	2	4	<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 maximise distance from others, as far as is reasonably possible</li> </ul>	Y	<ul style="list-style-type: none"> <li>No household risks currently known but measures will be put in-place to address and mitigate risk where and if required.</li> </ul>	
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	2	2	4	<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>	Y	<ul style="list-style-type: none"> <li>Sufficient staff and expertise to cover all key duties if key staff absent</li> </ul>	
				<ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>	Y	<ul style="list-style-type: none"> <li>n/a (see above)</li> </ul>	
				<ul style="list-style-type: none"> <li>Ensure First Aid certificates are up to date</li> </ul>	Y	<ul style="list-style-type: none"> <li>Epipen training for all staff booked for 01.11.2021</li> <li>First aid training schedules maintained summer term 2021 and training to continue 2021-22 as required</li> </ul>	
				<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</li> </ul>	Y	<ul style="list-style-type: none"> <li>Staff to maintain social distancing where possible, when dealing with first aid issues. PPE to continue to be worn when social distancing cannot be maintained, particularly</li> </ul>	

				distancing may not be possible to maintain while attending to individuals.		if dealing with pupils displaying Covid-19 symptoms.	
				<ul style="list-style-type: none"> <li>Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	Y	<ul style="list-style-type: none"> <li>All safeguarding training up to date with further training schedules in-place for DSLs (September 21 and January 22); whole staff training (KCSiE 2021) planned 01.09.2021 and Prevent training 01.11.2021.</li> </ul>	
6. Risks to health and safety because staff are not trained in new procedures.	3	2	6	<ul style="list-style-type: none"> <li>A revised staff handbook is issued to all staff prior to September start.</li> </ul>	N	<ul style="list-style-type: none"> <li>2020-21 Handbook available; 2021-22 revised October '21</li> </ul>	
				<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	<ul style="list-style-type: none"> <li>Revised school risk assessment for autumn 2021 opening to be shared with all staff on 01.09.2021</li> <li>Breakfast and after school club risk assessments produced by Out of Hours providers and shared with school.</li> </ul>	
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, Further guidance to be released by the DHSC</li> </ul>	Y	<ul style="list-style-type: none"> <li>All staff to keep SLT up to date with current circumstances. No staff identified as being in this category (06/08/21). Risk assessment to be carried out as described should this change.</li> </ul>	
				<ul style="list-style-type: none"> <li>All members of staff with underlying health conditions 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</li> </ul>	Y	<ul style="list-style-type: none"> <li>As above</li> </ul>	

				change which puts them at risk. Records are kept of this and regularly updated. Staff sharing their household with people with underlying health conditions places them at higher risk			
				<ul style="list-style-type: none"> <li>Clinically extremely vulnerable (CEV) people are no longer advised to shield, but may wish to take extra precautions to protect themselves and to follow the practical steps set out in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 to minimise their risk of exposure to the virus.</li> </ul>	Y	<ul style="list-style-type: none"> <li>Instructed accordingly</li> </ul>	
				<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	<ul style="list-style-type: none"> <li>Instructed accordingly</li> </ul>	
				<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. Risks of transmission during use of the outdoor learning environment for young children	3	5	15	<ul style="list-style-type: none"> <li>Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>	Y	EYFS 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>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>Resources are limited to facilitate effective cleaning daily</li> </ul>	Y	EYFS classes provided with their own playtime resources which are not shared between bubbles and sanitised every afternoon.	
				<ul style="list-style-type: none"> <li>Only equipment that can be washed or easily cleaned can be used.</li> </ul>	Y	A cleaning regime is in-place but from September 21 with a general easing of restrictions and measures; soft toys and soft furnishings will be reintroduced if circumstances permit from autumn 2.	
9. Risks of transmission due to movement around the school.	4	3	12	<ul style="list-style-type: none"> <li>Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible</li> </ul>	Y	<p>We will revert to normal timetables from September; ie. we will not operate staggered starts and ends to the school day and the mixing of bubbles (eg. at playtimes) will be permitted. <b>Morning arrival times will commence at 8.45 am and end at 9 am; parents will drop off at the front gate and children will enter class immediately on arrival. School will close at the normal time and we ask that parents leave as soon as children are dismissed. Please do not linger to chat; please wear a mask unless medically exempt and maintain your social distance.</b></p> <p>Reasonable and practical measures to encourage the separation of class groups will remain; movement in and out of classrooms will be via external class doors <b>whenever possible</b> not, where possible, via communal pathways with reasonable controls operated by staff (eg. separation of groups at the start and end of playtimes).</p>	
				<ul style="list-style-type: none"> <li>Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance</li> </ul>	Y	Supervision levels will be adequate although at pre-covid levels. <b>Social distancing will be encouraged although at this time (21.12.21) bubbles will not operate. We may revert to the reintroduction of bubbles should it be thought necessary.</b>	
10. Risk of transmission due to number of people near entrances and	4	3	12	<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>	N	We only have one point of entry and the requirement to remove staggered starts and finishes to the school day will raise the possibility of transmission. Parents will be <b>expected</b> to maintain social distancing and wear face masks on school premises <b>and in the playground; this is considered a reasonable request</b>	

exits at the start and end of the school day.						with dramatically rising rates of Covid and rapid rates of Omicron transmission <i>and we hope that all parents will comply for the enhanced safety of all.</i>
				<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 will remain in classrooms and communal spaces and children will continue to hand-wash/sanitise on arriving and departing to/from classrooms and when entering communal spaces, eg. the dining hall.
				<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	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.
				<ul style="list-style-type: none"> <li>Identify drop off and pick up waiting areas that can reduce contacts and maximise distance</li> </ul>	N	Parents will be encouraged to remain separate from each other but without staggered arrival and departure times reducing contacts and distance will be <b>more</b> difficult.
				<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>	N	No requirement to operate staggered arrival and departure times but arrival time extended (see above)
				<ul style="list-style-type: none"> <li>Staff, pupils and parents are briefed and signage provided to identify entrances, exits routes</li> </ul>	N	n/a given removal of bubbles although social distancing will continue to be encouraged.
				<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>	N	See 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	This will continue to be encouraged for the purposes of Covid and protecting the environment.
				<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	See above. School is part of the Barnet Walk to School project which identifies the safe walking routes to school; this will be shared with the school community in September 2021.
			<ul style="list-style-type: none"> <li>Liaise with the council's Highways department over the possibility of</li> </ul>	N	n/a	

				traffic lanes being reduced close to the school to allow more pedestrian space			
11. 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	1	3	<ul style="list-style-type: none"> <li>Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>	N	n/a	
				<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	Reminders provided via newsletters.	
				<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>	N	n/a	
				<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	n/a	
12. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and	3	4	12	<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	In-place for pupils who require it.	
				<ul style="list-style-type: none"> <li>If there is a confirmed positive case in a class group, schools may have to</li> </ul>	Y		

maximising distance at playtimes				<p>consider bubbles or something similar in place to prevent outbreak.</p> <ul style="list-style-type: none"> <li>● Covid Outbreak Management Plan</li> </ul>		<p>The school will seek advice if this is considered necessary and covid outbreak thresholds are met or exceeded.</p> <p>The school will follow the Barnet Covid Outbreak Plan outlining how a school or setting would operate if any “extra action” becomes necessary.</p> <p>Directors of Public Health and Public Health England Health Protection Teams can recommend certain measures for individual schools or clusters of settings to help manage outbreaks in schools, or if there is an “extremely high prevalence” of COVID-19 in the community and other measures have failed to reduce transmission, or as part of a package of measures responding to a variant of concern.</p> <p>Schools should have in place baseline control arrangements to manage transmission of COVID-19 but may be required to take extra action if the number of positive cases substantially increases.</p> <p>If a school reaches a threshold of cases, the school will be referred to the London Coronavirus Response Cell (LCRC) for further assessment and advice. LCRC will provide a letter for the school community and further information on vaccination.</p>	
13. 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 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	Yes as stated above (pt. 10).	
				<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.</li> </ul>	Y	The Covid dining room layout will remain even though staggered lunch breaks will be suspended.	

				<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	Normal practice.	
				<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>	Y	Normal Covid practice will remain.	
14. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4	2	8	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for maximising distance between users.</li> </ul> <p>Managing small teaching spaces</p>	Y	<p>Staffroom and office Covid configurations will remain and social distancing encouraged although greater numbers of staff will use the staffroom at the same time given reversion to normal school time-tabling. Adults in the office at any one time will remain restricted.</p> <p>Parents will be encouraged not to enter school or visit the school office until Covid mitigation measures can be relaxed.</p> <p>*Small teaching spaces, eg the KS2 group teaching room-the number of pupils working in this space will be reduced to a maximum of 4 at any one time.</p>	
				<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>	Y	n/a	
15. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	2	6	<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance provisions are in place for medical rooms</li> </ul>	Y	Numbers will be controlled by staff.	
				<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 as since March 2020; use Rainbow Room (old library)	
				<ul style="list-style-type: none"> <li>PPE available if staff dealing with pupil with symptoms</li> </ul>	Y	PPE available and to be used as since March 2020.	
				<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	n/a	
16. Groups of people gather in reception areas which may contravene reduction of contacts and	3	2	6	<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	Alerted to published risk assessment via text.	



				<ul style="list-style-type: none"> <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	Arrangements 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	Arrangements 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	Arrangements 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	All school uniform is machine washable.	
20. Risk of virus spreading because the school has insufficient materials and equipment	4	2	8	<ul style="list-style-type: none"> <li>• Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms</li> </ul>	Y	Arrangements in-place.	
				<ul style="list-style-type: none"> <li>• Use of hand sanitisers at appropriate locations</li> </ul>	Y	Arrangements 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>	N	Bins in place but not lidded to reduce risk of contamination from touching	
				<ul style="list-style-type: none"> <li>• Bins to be double bagged and emptied</li> </ul>	N	Removal of all other covid mitigation measures as advised by govt. render this measure unnecessary.	

				<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	Arrangements in-place.	
21. 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	Arrangements in-place.	
				<ul style="list-style-type: none"> <li>Those staff required to wear PPE (e.g. SEND intimate care) 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	Arrangements 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	Arrangements in-place.	
22. Pupils forget to wash their hands regularly and frequently	4	3	12	<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	Arrangements in-place.	
				<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	Arrangements 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	Arrangements in-place.	

#### D. Premises and Buildings

23. Risk that regular enhanced cleaning capacity is at a reduced level so that	4	3	12	<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 September start</li> </ul>	Y	Normal pre-covid cleaning regimes will apply with added mid-morning clean. Cleaning regimes to be reviewed and enhanced if covid outbreak arises.	
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any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required				<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	As above but to be enhanced if Covid present in school.	
				<ul style="list-style-type: none"> <li>Working hours for cleaning staff are increased</li> </ul>			
24. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4	2	8	Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.	Y	Staff will continue to control children's use of toilets and washrooms to ease congestion.	
				<ul style="list-style-type: none"> <li>The toilets are cleaned frequently as laid out in the enhanced cleaning schedule</li> </ul>	Y	Y	
				<ul style="list-style-type: none"> <li>Monitoring ensures a constant supply of soap and paper towels</li> </ul>	Y	Arrangements in-place.	
				<ul style="list-style-type: none"> <li>Bins are emptied regularly.</li> </ul>	Y	Arrangements 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	Arrangements in-place.	
25. Fire procedures are not appropriate to cover new arrangements	4	2	8	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>Reduced numbers of pupils/staff</li> <li>Possible absence of fire marshals</li> <li>The need to apply reduction of contacts and maximising distance rules during</li> </ul> </li> </ul>	Y	<p>There will always be adequate staff to supervise children during an evacuation.</p> <p>HT and Caretaker to undertake sweep of building. In the absence of either, duty to be covered by DHT.</p> <p>The need to maintain social distancing no longer remains and there is no need for extra muster points.</p>	

				<p>evacuation and at muster points</p> <ul style="list-style-type: none"> <li>○ A possible need for additional muster point(s) to where possible</li> </ul>			
				<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	Arrangements in-place.	
				<ul style="list-style-type: none"> <li>● Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	Y	Arrangements in-place.	
26. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	1	4	<ul style="list-style-type: none"> <li>● Plans for fire evacuation drills are in place which are in line with the School Fire Strategy plan</li> </ul>	Y	Arrangements in-place.	
				<ul style="list-style-type: none"> <li>● Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.</li> </ul>			
				<ul style="list-style-type: none"> <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>			
27. 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	Arrangements in-place. New fire evacuation rota created in absence of caretaker and/or SLT	
28. All systems may not be operational	3	1	3	<ul style="list-style-type: none"> <li>● Government guidance is being implemented where appropriate</li> </ul>	Y	Arrangements in-place.	
				<ul style="list-style-type: none"> <li>● All systems have been recommissioned including: Water systems (particularly legionella testing and controls in place) Electrical and gas safety checks</li> </ul>	Y	Arrangements in-place.	

				<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> <p>Mechanical ventilation systems should be checked before reopening</p>			
29. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	1	4	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> </ul>	Y	Arrangements in-place.	
				<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	Arrangements in-place.	
30. Lack of good ventilation means that there is risk of transmission	4	4	16	<ul style="list-style-type: none"> <li>Ensure good natural ventilation in classrooms and common areas e.g. through opening a windows, doors etc</li> </ul>	Y	<p>Windows and doors open whenever possible;More challenging during winter months. Pressure on govt. to provide funds for improved ventilation systems in school buildings. Expecting further advice and support.</p> <p>Parents will be advised to supply their children with a black or blue fleece to wear in school during colder months - newsletter. Coats may also be worn if temperatures drop dramatically. This is at the discretion of teachers and senior staff.</p>	
				<ul style="list-style-type: none"> <li>Identify poorly ventilated areas and decide how to improve ventilation There are some simple ways to identify poorly ventilated areas: <ul style="list-style-type: none"> <li>Look for areas where people work and where there is no mechanical ventilation or natural ventilation such as open windows, doors, or vents</li> <li>Check that mechanical systems provide outdoor air, temperature control, or both. If a system only recirculates air and has no outdoor air supply, the area is likely to be poorly ventilated</li> </ul> </li> </ul>			

				<ul style="list-style-type: none"> <li>- Identify areas that feel stuffy or smell bad</li> <li>• If the school has carbon dioxide (CO2) monitors, consider using these to monitor ventilation level, If there is a build-up of CO2 in an area it can indicate that ventilation needs improving.</li> <li>• Although CO2 levels are not a direct measure of possible exposure to COVID-19, checking levels using a monitor can help you identify poorly ventilated areas.</li> <li>• Carry out an assessment of fresh air (ventilation) in the workplace – Use the HSE link below to undertake the assessment and make appropriate adjustment.</li> <li>• Follow guidance in the following link:</li> <li>• <a href="#">air conditioning and ventilation during the coronavirus outbreak.</a></li> <li>• <a href="https://www.cibse.org/coronavirus-covid-19">https://www.cibse.org/coronavirus-covid-19</a></li> </ul>		<p>CO2 monitors installed in classrooms to enable us to monitor levels and consider further options (if they exist without funding) to further improve ventilation</p> <p>n/a</p> <p>n/a</p>	
31. Visitors to the site (including parents) add to the risk	4	2	8	<ul style="list-style-type: none"> <li>• Limit the external visitors to the school during school hours. The school needs to weigh up the risks (how many sites they visit, how many individuals there are coming, how close they get to pupils &amp; staff, etc) versus the specific benefits for each group before deciding whether the visit is allowable.</li> </ul>	Y	<p>Access by parents will continue to be controlled. Autumn and Spring Term parent consultations to take place remotely as per previous arrangements. Nativities to take place remotely as per last year i.e. recorded presentations.</p>	
				<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>Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.</li> </ul>	Y	n/a	
				<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	Arrangements 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' where possible.</li> </ul>	Y	Meetings will take place remotely if deemed necessary. If held in school, mitigation measures will apply: social distancing, good ventilation and hand sanitising; masks optional and by agreement.	
32. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4	2	8	<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> </ul>	Y	In-place when required.	
				<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	In-place when 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	In-place when required.	
				<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance is being maintained throughout any such works and where</li> </ul>	Y	In-place when required.	

				<p>this is not possible arrangements are reviewed.</p>			
				<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	See above	

### E. General

33. 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	Arrangements in-place.	
				<ul style="list-style-type: none"> <li>The school has carried out a full Health and Safety Risk Assessment to ensure it is compliant with Government guidelines</li> </ul>	Y	Arrangements in-place.	
				<ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	Y	Arrangements in-place.	
34. Curriculum/ Learning Environment	3	2	6	<ul style="list-style-type: none"> <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>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> </ul> </li> </ul>	Y	<p>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).</p> <p>Class assemblies will continue to take place in smaller groups of two classes until at least autumn 2 when the arrangement will be reviewed. Autumn 2 to continue</p>	

				<ul style="list-style-type: none"> <li>- In music lessons physical distancing and playing outside will be done wherever possible</li> </ul>		Advice will be sought from PHE.	
				<ul style="list-style-type: none"> <li>• If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.</li> </ul>	Y		
				<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	Staff will remain vigilant in managing personal risk based upon experiences of Covid in school setting.	
35. 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>○ 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	Risk assessment shared with all stakeholders	
				<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 1st Sept</li> <li>○ what protective steps you're taking to make the school a low-risk place for their child</li> </ul> </li> </ul>	Y	Risk assessment shared on school website and advice provided in school newsletters and text/email correspondence.	

				<ul style="list-style-type: none"> <li>○ what you need them to do (such as on drop off and collection)</li> <li>● For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan</li> </ul>	Y	Applied if/when applicable.	
36. 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>● All state-funded schools should provide remote education for school-aged children who are unable to attend school due to following government guidance or law relating to COVID-19 (for example if they need to self-isolate, or if they have tested positive but are well enough to learn from home).</li> <li>● Schools should provide remote education equivalent in length to the core teaching your child would usually get in school.</li> <li>● School is aware of current guidelines for remote learning</li> </ul>	Y	Arrangements in-place. .	
				<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	Arrangements in-place.	
				<ul style="list-style-type: none"> <li>● Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y	Arrangements 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	Arrangements in-place.	
37. Pupils' mental health has been adversely affected	2	2	6	<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	Pastoral care measures in-place and considered as very good. Enhanced by DHT & AHT undertaking mental first aider training,	

during the period that the school has been closed and by the COVID-19 crisis in general				<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.	
				<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	Strong and continually improving provision.	
				<ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>	Y	Arrangements in-place.	
38. 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	4	12	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> </ul>	Y	Arrangements in-place.	
				<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	Arrangements in-place.	
				<ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing</li> </ul>	Y	Arrangements in-place.	
				<ul style="list-style-type: none"> <li>Staff briefings/training on wellbeing are provided.</li> </ul>	Y	Arrangements in-place.	
				<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Y	Arrangements in-place.	
39. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	1	2	<ul style="list-style-type: none"> <li>The governing body continues to meet regularly.</li> </ul>	Y	Arrangements in-place.	
				<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	Arrangements in-place.	
				<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	Arrangements in-place.	

				<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	Arrangements in-place.	
				<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	Arrangements in-place.	
40. 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 NHS test and trace has been published.</li> </ul>	Y	Shared with parents and carers via newsletter and staff via Inset	
				<ul style="list-style-type: none"> <li>From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.</li> </ul>	Y	Arrangements in-place.	
				<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>	Y	In-place; see above.	
				<ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>	Y	Arrangements in-place.	
41. 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	Arrangements 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. From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.</li> </ul>	Y	Arrangements 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 understanding of the definitions and mitigating actions to take in relation to the terms clinically extremely vulnerable should these apply</li> </ul>	Y	Arrangements in-place.	
				<ul style="list-style-type: none"> <li>A record of any COVID-19 symptoms in staff or pupils is recorded</li> </ul>	Y	Arrangements in-place.	
42. 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	Arrangements in-place. The school has liaised with Sherpa Kids regarding risk assessment and protocols..	
				<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	Arrangements in-place.	
				<ul style="list-style-type: none"> <li>Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.</li> </ul> <p>Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home.</p>	Y	Arrangements 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>			

43. 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>From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted cases to identify close contacts, as currently happens in managing other infectious diseases.</li> </ul>	Y	Arrangements in-place.	
				<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>			
				<ul style="list-style-type: none"> <li>The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.</li> </ul>			
				<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	Arrangements 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	Arrangements in-place.	
44. Staff, parents and carers are not aware of recommendations on transport to and from school	4	2	8	<ul style="list-style-type: none"> <li>Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12).</li> </ul>	Y	Advised.	
				<ul style="list-style-type: none"> <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	Advised but school cannot enforce.	