

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

**SCHOOL NAME: St Agnes Catholic Primary**

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
SLT	<b>November 2020</b> <b>January 2021</b> <b>February 2021</b> <b>March 2021</b>	April 2021	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 following controls (1-25)
<b>A. Staffing Resources</b>							
1. Risk that there are Insufficient staff to support all the pupils to be in school	3	3	9	<ul style="list-style-type: none"> <li>Audit staff availability</li> </ul>	Y		6
				<ul style="list-style-type: none"> <li>Establish how many and which staff will be available, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments where appropriate (see guidance distributed previously)</li> </ul>	Y	Implementation of LFD allows us to know the available workforce on a twice weekly basis If staff are recently identified as CEV (Feb 21) to inform the school.	
				<ul style="list-style-type: none"> <li>Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises.</li> </ul>	Y	Able to open to key worker, vulnerable and EHCP and whole school as of 8 <sup>th</sup> March  Continue to utilise Google classroom for home learning for everyone else or whilst isolating, shielding or during bubble closure	
				<ul style="list-style-type: none"> <li>Ensure flexible and responsive use of teaching assistants</li> </ul>	Y	TAs assigned to work in year group bubbles either on site or remotely on a rota basis	

						<b>with all onsite unless bubble closure or CEV from 8<sup>th</sup> March</b>	
				<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	<b>SEN support within yr group bubbles</b>  <b>Update SEN risk assessment for children with EHCP</b>	
				<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	<b>In staff handbook</b>	
				<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	<b>Staff roles allocated on a rota basis and in agreement</b>	
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.	<b>3</b>	<b>3</b>	<b>9</b>	<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	<b>No staff members are CEV Reminded to inform school if situation changes</b>	<b>6</b>
				<ul style="list-style-type: none"> <li>Full use is made of all qualified teachers.</li> </ul>	Y	<b>Part time teachers in school as needed All staff returning from March 8<sup>th</sup></b>	
				<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	<b>Year group bubbles with staff remaining within these</b>	
				<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	<b>Details in staff handbook of how to book testing</b>  <b>LFD testing available for all staff Reminder to staff who have not opted in that it is still available</b>	

				<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>Implemented government guidance as for who should be in school.</p> <p>Stricter conditions of school places have been applied with some pupils attending part time if parents working part time and if a parent at home children to remain at home.</p> <p>Home learning can be provided via Google classroom</p>	
				<ul style="list-style-type: none"> <li>Where possible, ensure pupils with SEND are prioritised to be in school, -.</li> </ul>	Y	<p>10/12 EHCP children attending. Others supported remotely by staff including SEN team</p> <p>Transition arrangements made for 2 EHCP children whom did not avail of a school place – in school from 25<sup>th</sup> Feb as per Barnet guidance</p>	
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	Utilise existing supply teacher arrangements (currently only working at our school)	6
				<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>Risk assessment shared with AFS etc</p> <p>AFS allocated to same bubble and work outside where possible. Adequate ventilation if having to work inside</p>	

				<ul style="list-style-type: none"> <li>Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.</li> </ul>	Y	<b>Liase with ITT to request individual risk assessment currently awaiting ITT placement details</b>	
				<ul style="list-style-type: none"> <li>Negotiate the deployment of ITT trainees with their provider to ensure that their training needs are met but contact and distance requirements are adhered to.</li> </ul>	Y	<b>Liase with ITT</b>	
4. Risk of infection of <b>extremely clinically vulnerable</b> members of the household of a member of staff.	4	4	16	<ul style="list-style-type: none"> <li>Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible</li> </ul>	Y	<b>Staff self-declare if they are extremely clinically vulnerable but no staff members in this bracket</b>	8
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	5	15	<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>	Y	<b>Multiple staff able to cover DSL and SENCo roles and can remote work if and when necessary</b>	9
				<ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>	N/A		
				<ul style="list-style-type: none"> <li>Ensure First Aid certificates are up to date (previously extended for 3 months)</li> </ul>	Y	<b>First aid valid Feb 21</b>	
				<ul style="list-style-type: none"> <li>Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals.</li> </ul>	Y	<b>See handbook</b>	
				<ul style="list-style-type: none"> <li>Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	Y	<b>Training 1<sup>st</sup> September 2020</b>	
6. Risks to health and safety because staff are not trained in new procedures.	3	5	15	<ul style="list-style-type: none"> <li>A revised staff handbook is issued to all staff prior to reopening.</li> </ul>	Y	<b>Training and copies provided 1<sup>st</sup> September</b>	
				<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> </ul> </li> </ul>	Y	<b>See Staff handbook</b>	

				<ul style="list-style-type: none"> <li>○ Constructive behaviour management</li> <li>○ Safeguarding</li> <li>○ Risk management</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	5	20	<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	<b>Staff surveyed in May and have duty to inform of change in circumstance.</b>	8
				<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	<b>See staff handbook</b>	
				<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	<b>See staff handbook</b>  <b>No CEV staff</b> <b>Members of staff identified as CEV are risk assessed and have freedom to work from home</b>	
				<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>• Current government guidance is being applied.</li> </ul>	Y		
<b>B. Teaching Spaces, the Learning and School Environment</b>							
8. Risk of transmission within the school building (this includes breakfast club and after school activities)	3	4	12	<ul style="list-style-type: none"> <li>• Audit accommodation and the full range of curriculum needs in order to establish if class groups (30 children) are a feasible bubble size or if year group sized bubbles will need to be implemented.</li> </ul>	Y	<b>Year group bubbles will be implemented to facilitate staggered starts and lunch times.</b> <b>The playground is zoned to enable</b>	9

						<p>different year groups to use the playground at the same time.</p> <p>Breakfast club is currently suspended.</p> <p>Breakfast club reopened Feb 8<sup>th</sup> and actions taken to minimise risk (enhance cleaning, mask wearing for adults, year group bubble equipment and year group 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>	Y	<p>Risk asses EHCP pupils if required</p> <p>Sent to Brent Jan 21</p>
				<ul style="list-style-type: none"> <li>Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children.</li> </ul>	Y	<p>Staff aware of 2m guidance</p> <p>Forward facing desks from yr 2 upwards</p> <p>Limited face to face working and side by side encouraged.</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>From yr 2 desks will be front facing and doors and windows open</p>
				<ul style="list-style-type: none"> <li>Protocols around reduction of contacts and maximising distance shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood reduction of contacts and maximising distance. Where a pupil does not understand maximising distance or for those who need close contact care, education and care support should be provided as normal.</li> </ul>	Y	<p>Chn are encouraged to social distance from others outside of their bubble</p>

			<ul style="list-style-type: none"> <li>• Clear signage displayed in classrooms promoting reduction of contacts and maximising distance</li> </ul>	N	<b>Signage in school corridors, classroom doors and communal places</b>
			<ul style="list-style-type: none"> <li>• Children stay with their own teacher/teaching assistant and where possible do not mix with other children ('bubble' model). This is particularly the case for pupils with SEN and younger children who are unable to adhere to reduction of contacts and maximising distance</li> </ul>	Y	<b>Chn remain in year group bubbles</b>
			<ul style="list-style-type: none"> <li>• Where younger children are unable to reduce contact and maximise distance adults should avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> </ul>	Y	
			<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> </ul>	Y	<p><b>After school clubs are currently suspended.</b></p> <p><b>Breakfast club resumed 8/02/21 for children on critical workers.</b></p> <p><b>No contact sport permitted. AFS training on non contact sports</b></p>

				<ul style="list-style-type: none"> <li>As with physical activity during the school day, contact sports should not take place.</li> </ul>			
9. Risk of transmission in large spaces used as classrooms/teaching spaces	3	5	15	<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	<b>One way system in the hall and hall split in half to enable 2 bubbles to eat in the hall at a time.</b> <b>Hand sanitising stations on entry to the hall.</b> <b>Staggered lunch times in the hall enable all children to have be served a hot lunch and eat their packed lunch in the hall.</b>	9
				<ul style="list-style-type: none"> <li>Large gatherings of more than one bubble should be avoided</li> </ul>	Y	<b>No assembles or hymn practices</b>	
				<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	<b>No assemblies or hymn practice</b>	
10. Risks of transmission during use of the outdoor learning environment for young children	3	5	15	<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	<b>Staff and pupils are reminded: hands, space, face</b>	9
				<ul style="list-style-type: none"> <li>Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>	Y	<b>Outside bins with lids Children wash hands before and after break</b>	
				<ul style="list-style-type: none"> <li>Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>	Y		
				<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	<b>Nursery large climbing frame will only be used by nursery bubble</b>	
				<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	<b>Year group allocated play equipment</b>	

						<b>Equipment regularly cleaned</b>	
				<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	Year group allocated play equipment	
				<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	<b>KS1 and KS2 playgrounds zoned to enable multiple bubbles to be outside at the same time.</b>	
				<ul style="list-style-type: none"> <li>Where outside space must be shared arrangements for cleaning between bubbles are in place</li> </ul>	N/A	Year group allocated play equipment and playground zoned.	
				<ul style="list-style-type: none"> <li>Resources are limited to facilitate effective cleaning regularly</li> </ul>	Y	Resources are shared within the bubble	
				<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	Bikes are wiped down between chn	
				<ul style="list-style-type: none"> <li>Consider the removal or covering of areas which are difficult to clean such as malleable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them</li> </ul>	N	<p>Sharing of resources between nursery and reception needs to be deep cleaned between bubbles.</p> <p>Pupils to wash hands before and after malleable materials.</p> <p>Milton wash of sand weekly by EYFS staff</p>	
11. Risk of staff having to move between groups	4	4	16	<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	<b>Further guidance given to staff working across bubbles</b>	12

12. Risks of transmission due to movement around the school.	4	5	20	<ul style="list-style-type: none"> <li>• Arrange for corridors to be one-way where possible</li> </ul>	N	<p>Timetables have been adapted to reduce movement around the school</p> <p>Staff opt to wear a mask when moving around the school. Masks are mandatory when entering the school office.</p> <p>Masks to be worn by adults when moving in corridors and upon entering shared areas eg office and medical room</p>	12
				<ul style="list-style-type: none"> <li>• Clear signage and markers for the youngest children</li> </ul>	N	Timetables have been adapted to reduce movement around the school	
				<ul style="list-style-type: none"> <li>• Corridors are divided where feasible</li> </ul>	N	Timetables have been adapted to reduce movement around the school	
				<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	Staggered start, lunch and finish times	
				<ul style="list-style-type: none"> <li>• Movement of pupils and staff around the school is minimised</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Pupils are reminded regularly of protocols for reduction of contacts and maximising distance</li> </ul>	Y	Reminders to bubbles of distancing/reduce contact	
				<ul style="list-style-type: none"> <li>• Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance</li> </ul>	Y	Year group staff to supervise and socially distance especially MTS.	
13. Risk of transmission due to	4	5	20	<ul style="list-style-type: none"> <li>• Start and departure times are staggered where possible</li> </ul>	Y	Staggered start and finish times utilising all	12

number of people near entrances and exits at the start and end of the school day.					<b>entrances to reduce bubble cross over. Staff handbook</b>
			<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	Staff handbook
			<ul style="list-style-type: none"> <li>Stagger time for SEN Transport drop offs and pick ups</li> </ul>	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	Carpark and both playground gates in operation
			<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	<b>Signage outside the school to inform parents where to queue and wait for children at the start and end of the day to avoid bubble cross way.</b> <b>Parents to wear a mask when dropping off and collecting with no more than one parent per family.</b> <b>TAs greet children on the gate at their designated start time.</b> <b>Parents reminded of protocols via newsletter</b>
			<ul style="list-style-type: none"> <li>Unless essential, do not allow parent/carers to enter the buildings to drop off or collect children. If parents do need to enter the building ensure they have an understanding of the procedures in order to keep everyone safe. Do not allow gathering at the school gates to talk to other parents.</li> </ul>	Y	<b>By appointment only</b>
		<ul style="list-style-type: none"> <li>Consider special arrangements for settling children who are new to the school to enable</li> </ul>	Y	<b>Staggered starts for nursery and reception pupils</b>	

				the reduction of contacts and maximising of distance from parents where 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>	Y	<b>Parents are to queue along the street wearing face coverings. Staff wear face coverings on the gate. In corridors and shared spaces</b>	
				<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>	Y	<b>Year groups allocated staggered start time</b>	
				<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		
				<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	<b>Staggered times utilising all entrances</b>	
				<ul style="list-style-type: none"> <li>Floor markings visible to all to avoid queuing</li> </ul>	N	<b>On the school gates</b>	
				<ul style="list-style-type: none"> <li>Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>	Y	<b>Car sharing is not recommended and this is communicated to parents</b>	
				<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	<b>Allocate bubble scooter storage</b>	
				<ul style="list-style-type: none"> <li>Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space</li> </ul>	N/A		
14. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with	<b>3</b>	2	6	<ul style="list-style-type: none"> <li>Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>	Y		<b>6</b>
				<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	<b>Usual parking restrictions are in force ie no parking on zig zags.</b>	

changes to layout measures and procedures and the need for social distancing.				<ul style="list-style-type: none"> <li>• Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.</li> </ul>	N/A		
				<ul style="list-style-type: none"> <li>• Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.</li> </ul>	N/A		
				<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/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/A		
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	5	15	<ul style="list-style-type: none"> <li>• Break and lunch times are staggered</li> </ul>	Y	Playground is zoned to enable children to access the space at the same time.	9
				<ul style="list-style-type: none"> <li>• External areas are designated for different groups</li> </ul>	Y	Playground zoned	
				<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>	N/A	Pupils do not mix bubbles at play time	
				<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>	N/A	Staff allocated to each bubble and those with EHCP have designated staff.	
16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	3	5	15	<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>	N/A	Pupils do not mix bubbles at play time	9
				<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 regular hand washing and access to hand sanitiser. Built into daily timetable.	
				<ul style="list-style-type: none"> <li>• Dining room areas and other spaces are configured to ensure the reduction of contacts</li> </ul>	Y	One way system in the hall and hall split in half	

				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.		<b>to enable 2 bubbles to eat in the hall at a time. Hand sanitising stations on entry to the hall. Staggered lunch times in the hall enable all children to have be served a hot lunch and eat their packed lunch in the hall.</b>	
				<ul style="list-style-type: none"> <li>Floor markings are clear to avoid queues</li> </ul>	N/A		
				<ul style="list-style-type: none"> <li>Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces</li> </ul>	Y	<b>One way system in the hall and hall split in half to enable 2 bubbles to eat in the hall at a time. Hand sanitising stations on entry to the hall. Staggered lunch times in the hall enable all children to have be served a hot lunch and eat their packed lunch in the hall.</b>	
				<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	<b>Children are reminded not to share food.</b>	
				<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>	Y	<b>Stringent cleaning of tables between bubble sitting.</b>	
17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4	5	20	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for the reduction of contacts and maximising distance</li> </ul>	Y	<b>Upon entering office staff to wear a face covering.</b>	16
				<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>	Y	<b>Additional staff space provided in new kitchen</b>	

						<b>and staff advised to have lunch in bubbles</b>	
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	<b>3</b>	5	15	<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance provisions are in place for medical rooms</li> </ul>	Y	<b>Medical room is designed to accommodate children from more than one bubble at a time.</b> <b>Any staff entering the medical room to wear a mask</b>	<b>12</b>
				<ul style="list-style-type: none"> <li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> </ul>	Y	<b>Finance room has been designated as this space.</b>	
				<ul style="list-style-type: none"> <li>PPE available if staff dealing with pupil with symptoms</li> </ul>	Y	<b>PPE is stored in the medical room.</b>	
				<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	<b>Medical room thoroughly cleaned after any suspected case of COVID.</b>	
19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	<b>3</b>	5	15	<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	<b>Parents guide details the new arrangements.</b>	<b>9</b>
				<ul style="list-style-type: none"> <li>The maximising distance floor markings are clearly in place</li> </ul>	N/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	<b>Permanent screen in place to lobby area</b>	
				<ul style="list-style-type: none"> <li>Non-essential visitors to school and deliveries are minimised</li> </ul>	Y	<b>No personal deliveries are permitted beyond the school lobby.</b>	
				<ul style="list-style-type: none"> <li>Arrangements are in place for visitors to stay apart</li> </ul>	Y	<b>Visitors prearranged and by appointment to reduce no of visitors in the building.</b>	
<b>C. Hygiene and protective controls</b>							
20. Risk that reducing contacts and	<b>3</b>	5	15	<ul style="list-style-type: none"> <li>Ensure frequent hand cleaning and good respiratory hygiene practices</li> </ul>	Y	<b>Visuals and posters by sinks</b>	<b>9</b>

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	Staff use cleaning products provided by school and included in the COSH	
				<ul style="list-style-type: none"> <li>Minimise contact and mixing (see above)</li> </ul>	Y	Allocated cleaning resources and staff	
				<ul style="list-style-type: none"> <li>See sections above re start and end of day arrangements, playtimes and break times</li> </ul>	Y		
21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4	5	20	<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	LFD testing available to all members of staff.	12
				<ul style="list-style-type: none"> <li>Ensure that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home</li> </ul>	Y	Guidance in the newsletter about what to do in different scenarios Page on the website	
				<ul style="list-style-type: none"> <li>Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>	Y	Finance room is available in such a case	
				<ul style="list-style-type: none"> <li>PPE on hand.</li> </ul>	Y	Stored in medical room	
				<ul style="list-style-type: none"> <li>Active engagement with NHS Test and Trace</li> </ul>	Y	See staff handbook and parent guide See St Agnes LFD guidance for staff	
22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	5	20	<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	Allocated play equipment per bubble which is cleaned regularly	12
				<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> <li>tabletops</li> <li>play equipment</li> </ul> </li> </ul>	Y	All responsible for upholding strict hygiene standards see staff handbook	

			<ul style="list-style-type: none"> <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	<b>See COSH &amp; staff handbook</b>	
			<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	<b>Google classroom utilised for home learning</b>  <b>Reading books are collected fortnightly from school and quarantined for 72hrs before being reissued.</b>	
			<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	<b>Individual resources from yr 2 upwards and no resources shared across bubbles</b>	
			<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	<b>Hand sanitiser available in classrooms</b>	
			<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	<b>Hand sanitiser in common areas ie near phones and photocopiers</b>	
			<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	<b>See parent guide</b>	
23. Risk of virus spreading because the school has insufficient materials and equipment	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	<b>Orders are placed in advance to ensure school has an adequate supply.</b>	
			<ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>	Y	<b>Hall, entrance lobby and upstairs corridors have</b>	

						<b>automatic sanitising stations. Supply of hand sanitisers in all rooms in the building.</b>	
				<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	<b>All classrooms and shared spaces have lidded bins</b>	
				<ul style="list-style-type: none"> <li>Bins to be double bagged and emptied</li> </ul>	Y	<b>Bins are emptied daily.</b>	
				<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	<b>Classrooms have access to tissues.</b>	
24. Provision and use of PPE for staff where required is not in line with government guidelines	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	<b>PPE is available in medical room.</b>	
				<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	<b>Welfare staff trained on use of PPE.</b>	
				<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	<b>Handwashing built into the school routine with 5 opportunities a day.</b>	
25. Pupils forget to wash their hands regularly and frequently	4			<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	<b>Handwashing built into the school routine with 5 opportunities a day.</b>	
				<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	<b>Visuals and posters around the school</b>	
				<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	<b>Handwashing built into the school routine with 5 opportunities a day.</b>	
26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	3	5	15	<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-</li> </ul>	Y	<b>Pupils reminded of hands, space, face. Visuals are used with pupils with SEN and social stories if appropriate.</b>	12

			appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling.		
			<ul style="list-style-type: none"> <li>Staff model reducing contacts and maximising distance consistently.</li> </ul>	Y	<b>Staff wear masks at the gate and distance from staff outside of the bubble. Masks worn in corridors and shared spaces.</b>
			<ul style="list-style-type: none"> <li>The movement of pupils around the school is minimised.</li> </ul>	Y	<b>Pupils only visit MPR (which has a 2 marking to protect staff) once a week for music and PE takes place outside.</b>
			<ul style="list-style-type: none"> <li>Large gatherings are avoided inc assemblies</li> </ul>	Y	<b>No hymn practice</b>
			<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	<b>Playground is zoned to prevent crossing of bubbles.</b>
			<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	<b>See Behaviour COVID 19</b>
			<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	<b>Staff pass on any concerns social distancing out of bubbles</b>
			<ul style="list-style-type: none"> <li>Messages to parents reinforce the importance of reduction of contacts and maximising distance</li> </ul>	Y	<b>Parent guide Newsletter provides regular reminders</b>
			<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	<b>Younger chn are not expected to social distance within bubbles</b>

				<ul style="list-style-type: none"> <li>• Arrangements for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>	Y	<p>Pupils with an EHCP has their own individual risk assessment with expectations</p> <p><b>Transition arrangements for EHCP children who did not avail of a school place.</b></p>	
<b>D. Premises and Buildings</b>							
27. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required	4	5	20	<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>	N/A		12
				<ul style="list-style-type: none"> <li>• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include: <ul style="list-style-type: none"> <li>○ more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>○ frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach</li> <li>○ the regular cleaning of toilets</li> </ul> </li> </ul>	Y	<p><b>Due to reduced rooms in use cleaners have time to do a deeper clean of those in use.</b></p> <p><b>With year group bubbles there are less classrooms in use so less spaces to clean at the end of the school day meaning more thorough cleaning of rooms used can take place.</b></p>	
				<ul style="list-style-type: none"> <li>• Working hours for cleaning staff are increased</li> </ul>	Y	<p><b>New cleaner appointed in October 20.</b></p>	
28. The use of fabric chairs may increase the risk of the virus spreading	3	5	15	<ul style="list-style-type: none"> <li>• Take fabric chairs out of use where possible.</li> </ul>	N/A		9
				<ul style="list-style-type: none"> <li>• Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	N/A	<p><b>Fabric chairs remain with bubbles</b></p>	
29. Queues for toilets and handwashing risk	4	5	20	<ul style="list-style-type: none"> <li>• Follow DfE guidelines for number of pupils per toilet</li> </ul>	Y	<p><b>Allocated year group toilets</b></p>	

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	<b>Allocated year group toilets with those shared having individual cubicles allocated</b>	<b>16</b>
				<ul style="list-style-type: none"> <li>• Floor markings are in place to enable reduction of contacts and maximising distance.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Pupils know that they can only use the toilet one at a time.</li> </ul>	Y	<b>Allocated year group toilets mean there is only one bubble at a time using the toilets.</b>	
				<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		
				<ul style="list-style-type: none"> <li>• The toilets are cleaned frequently as laid out in the enhanced cleaning schedule</li> </ul>	Y	<b>Toilets are cleaned daily.</b>	
				<ul style="list-style-type: none"> <li>• Monitoring ensures a constant supply of soap and paper towels</li> </ul>	Y	<b>Site manager monitors this frequently</b>	
				<ul style="list-style-type: none"> <li>• Bins are emptied regularly.</li> </ul>	Y	<b>Daily</b>	
				<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	<b>Handwashing posters on display by sinks and part of daily routines.</b>	
30. Fire procedures are not appropriate to cover new arrangements	<b>4</b>	5	20	<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>○ Reduced numbers of pupils/staff</li> <li>○ Possible absence of fire marshals</li> <li>○ The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points</li> <li>○ A possible need for additional muster point(s) to enable reduction of contacts and maximising distance where possible</li> </ul> </li> </ul>	Y	<b>Fire procedures were reviewed with allocated stair cases for each year group.</b>	<b>8</b>
				<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	<b>Fire evacuation updated on completion of build</b>	

				<ul style="list-style-type: none"> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	Y	Two fire drills took place in Autumn term	
31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	5	20	<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> </ul>	Y	Two fire drills took place in Autumn term  No current PPE in place	16
				<ul style="list-style-type: none"> <li>Review Personal Emergency Evacuation Plans N- buddies are assigned or reassigned according to available persons.</li> </ul>	N/A		
				<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>	N/A		
32. Fire marshals absent due to self-isolation	4	5	20	<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	Multiple trained fire marshals	12
33. All systems may not be operational	3	4	12	<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> </ul>	Y	All systems in operation and all scheduled and planned maintenance has taken place.	6
				<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 Emergency escapes, lighting and fire detection systems Security systems Lifts and escalators Heating Ventilation systems</li> </ul>	N/A	All systems in operation and all scheduled and planned maintenance has taken place.	
34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	4	16	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> </ul>	Y	All systems in operation and all scheduled and planned maintenance has taken place.	
				<ul style="list-style-type: none"> <li>Where water systems have not been maintained throughout lockdown, chlorination,</li> </ul>	N/A		8

				<p>flushing and certification by a specialist contractor has been arranged.</p> <ul style="list-style-type: none"> <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	5	20	<ul style="list-style-type: none"> <li>Ensure good ventilation in classrooms and common areas e.g. through opening a window</li> <li>Follow guidance in the following link:</li> <li><a href="#">air conditioning and ventilation during the coronavirus outbreak.</a></li> </ul>	Y	<b>Windows are opened on rotation</b>	8
36. Visitors to the site (including parents) add to the risk	4	5	20	<ul style="list-style-type: none"> <li>Signage giving routes, procedures, entrances and exits to be followed.</li> </ul>	Y	<b>Signage to main entrance.</b>	12
				<ul style="list-style-type: none"> <li>Limit the external visitors to the school during school hours</li> </ul>	Y	<b>Visitors are prearranged</b>	
				<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	<b>Visitors sanitise before touching equipment e.g. visitor book and pen</b>	
				<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	<b>Parents are encouraged to email or phone the office if needing to contact a staff member</b>	
				<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	<b>External agency visits are arrangement by appointment</b> <b>All annual reviews take place via Microsoft Teams</b>	
37. Contractors on-site whilst school is in operation may pose a risk to reduction of	4	4	16	<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	<b>All systems in operation and all scheduled and planned maintenance has taken place.</b>	12

contacts and maximising distance and infection control				<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	<b>Sanitising stations were procured for common areas.</b>	
				<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	<b>Remedial works to take place outside of the school day.</b>	
				<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	<b>Arrangements made for out of school hrs where possible.</b>	
				<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> </ul>	Y	<b>Arrangements made for out of school hrs where possible.</b>	
				<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		
<b>E. General</b>							
38. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	3	5	15	<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	<b>Child protection and safeguarding, behaviour and online safety policies have been updated to reflect COVID 19</b>	6
				<ul style="list-style-type: none"> <li>The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure. (<del>LBB will issue guidance on this shortly</del>)</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	Y	<b>Staff handbook and parents guide</b>	

39. Curriculum/ Learning Environment	4	5	20	<ul style="list-style-type: none"> <li>• Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place.</li> <li>• Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.: <ul style="list-style-type: none"> <li>- in PE pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>- In music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> </ul> </li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p><b>Curriculum has been reviewed with changes made to music and PE in particular. Additional resources purchased to reduce sharing.</b></p> <p><b>Non-contact sports</b></p> <p><b>Music curriculum reviewed taking into account remote offering. Reviewed again with full return on 8<sup>th</sup> March</b></p> <p><b>MPR 2m floor marking to maintain social distancing and allocated cleaning equipment in each learning space.</b></p>	16
40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	5	20	<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> </ul> </li> </ul>	Y	<p><b>Webpage on school website includes risk assessment and COVID guidance.</b></p> <p><b>Risk assessments are circulated to staff and shared with unions and local authority.</b></p>	8

				<ul style="list-style-type: none"> <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>			
				<ul style="list-style-type: none"> <li>• Parents are communicated with to make sure they know: <ul style="list-style-type: none"> <li>○ whether their child will be able to attend from 2<sup>nd</sup> Sept</li> <li>○ what protective steps you're taking to make the school a low-risk place for their child</li> <li>○ what you need them to do (such as on drop off and collection)</li> </ul> </li> <li>• For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan</li> </ul>	Y	<b>Parents guide</b> <b>Weekly updates in the school newsletter</b> <b>New parents app to improve communication</b> <b>New website to launch during the spring term.</b>	
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	5	20	<ul style="list-style-type: none"> <li>• School is aware of current guidelines for shielding</li> </ul>	Y	<b>No staff or pupils currently shielding</b>	8
				<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	<b>Remote learning policy details the remote learning offer and engagement is monitor weekly by SLT.</b>	
				<ul style="list-style-type: none"> <li>• Parents have been asked to make the school aware of pupils' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> </ul>	Y	<b>Children with health condition have a Health Care plan in place which is reviewed annually.</b> <b>Parents of children identified as CEV to inform the school.</b>	
				<ul style="list-style-type: none"> <li>• Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y	<b>Annually but also as needed.</b>	
				<ul style="list-style-type: none"> <li>• Staff are available to ensure pupils at home continue to be provided with remote education</li> </ul>	Y	<b>Staff allocated on rota basis to provide remote learning and educate pupils on site.</b>	

42. Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	2	5	10	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> </ul>	Y	<b>Staff training</b> <b>Welfare lead is undertaking the 'Resilience in schools programme' and will cascade this information to all staff.</b> <b>Training for staff Feb 21</b>	8
				<ul style="list-style-type: none"> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> </ul>	Y	<b>SEN team, welfare lead and school counsellor lead on mental health.</b>	
				<ul style="list-style-type: none"> <li>Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).</li> </ul>	Y	<b>Weekly PSHE opportunities.</b> <b>Pupil voice surveyed and more social opportunities were requested</b>	
				<ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>	Y	<b>NHS workshops are publicised to parents via the newsletter / school app</b>	
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	5	15	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> </ul>	Y	<b>PPA time given for staff both in school and remote working, weekly head teacher surgery.</b> <b>Teacher performance management cycle used an opportunity to have an emotional wellbeing check in.</b>	9
				<ul style="list-style-type: none"> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> </ul>	Y	<b>Open door policy and weekly phase meetings to escalate issues to SLT.</b>	
				<ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing</li> </ul>	Y	<b>See staff handbook</b> <b>Inset day in February with focus on mental health</b>	

				<ul style="list-style-type: none"> <li>Staff briefings/training on wellbeing are provided.</li> </ul>	Y	<b>Inset day in February with focus on mental health</b>	
				<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Y	<b>See staff handbook</b>	
44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	4	8	<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> </ul>	Y	<b>Governors meetings take place via Microsoft Teams</b>	4
				<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	<b>All meetings have structured agendas</b>	
				<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	<b>Head teachers report includes reference to COVID</b>	
				<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	<b>Regular meeting with chair of governor.</b>	
				<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	<b>Minutes are reviewed at the start of all committee and FGB meetings.</b>	
45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	5	15	<ul style="list-style-type: none"> <li>Guidance on test and trace has been published.</li> </ul>	Y	<b>See staff handbook LFD testing guide for staff</b>	6
				<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>	Y	<b>LFD briefing held for all staff to explain LFD and use of track and trace.</b>	
				<ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>	Y	<b>Positive results will receive support during isolation period.</b>	

46. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	5	20	<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	Attendance is reported daily to DFE. <b>Engagement in online learning is recorded and action taken where necessary.</b>	12
				<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	PPE worn in suspected cases and pupils sent home for testing.	
				<ul style="list-style-type: none"> <li>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply</li> </ul>	Y	See staff handbook and parent guide Newsletter guide on what to do if have COVID symptoms	
				<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	Positive cases are reported to Barnet Public health	
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	5	20	<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	See staff handbook and parent guide Newsletter guide on what to do if have COVID symptoms	12
				<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	See staff handbook See parent guide	
				<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	Newsletter communicates any changes in guidance <b>Parent app has been adopted to improve communication</b>	
48. Staff, pupils and parents are not aware of the school's	4	5	20	<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</li> </ul>	Y	Parent guide Newsletter updates	12

procedures should there be a confirmed case of COVID-19 in the school including test and trace				COVID-19 and how this will be implemented in the school.		<b>Parent app has been adopted to improve communication</b>	
				<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	<b>Parent guide Staff handbook</b>	
				<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	<b>Change to isolation period for 14 to 10 days has been communicated to stakeholders.</b>	
49. Staff, parents and carers are not aware of recommendations on transport to and from school	4	5	20	<ul style="list-style-type: none"> <li>Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12).</li> <li>Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures</li> </ul>	Y	<b>Info via newsletter</b>	12