

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

**SCHOOL NAME: Monken Hadley CE Primary School**

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Anthony David, Executive Head Teacher Julie Eyres, Head of School	10 <sup>th</sup> July 2020		Staff, pupils, parents, visitors, volunteers, contractors

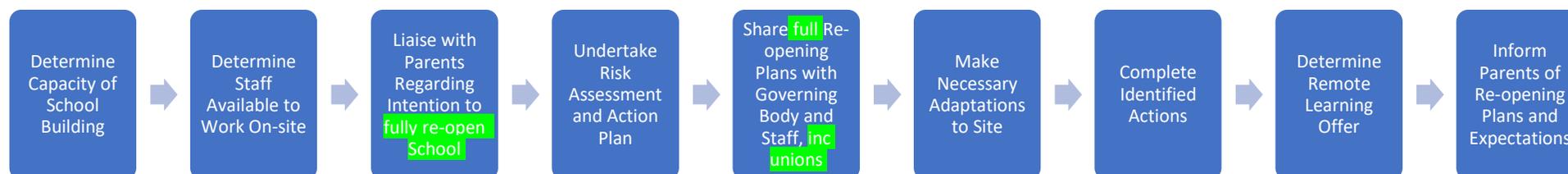
## Purpose of this document:

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) 20012 The Health Protection (Notification Regulations) 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' <b>Existing Risk Assessment for school phased re-opening</b>	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	<b>16 or more - red</b>
4. Major – e.g. likely to result in school closure	4. Likely	<b>12 to 15 - amber</b>
3. Moderate – e.g. likely to result in one or more classes having to close	3. Possible	<b>9 to 11 – amber</b>
2. Minor	2. Unlikely	<b>Below 9 – green</b>
1. Negligible	1. Negligible	<b>Below 9 – green</b>

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
<b>A. Staffing Resources</b>							
1. Risk that there are Insufficient staff to support all the pupils to be in school	4	2	6	<ul style="list-style-type: none"> <li>Audit staff availability</li> </ul>	Y	Have audited staff availability.	
				<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	Majority of staff will have returned and are no or low risk Highest risk is with 1 TAs and 1 mealtimes supervisors	
				<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	All classes open. Home learning will be an extension of Google Classroom. Staff will be instructed in how to refine remote learning based on lessons learned/experience of lock down. If staff are ill then, where possible, other staff will support. Should there be insufficient staff (due to ill health) at MH then staff from St Paul's will be asked to provide learning (St Paul's are	

						following similar curriculums)
				<ul style="list-style-type: none"> <li>Ensure flexible and responsive use of teaching assistants</li> </ul>	Y	TA support has been planned for September The majority of TAs provision in the school is for children with EHCP so flexibility is limited
				<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	TA support has been planned for September The majority of TAs provision in the school is for children with EHCP so flexibility is limited
				<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	Follow Barnet PHE guidance and H&S Policy will require updating to take this into account
				<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	If full closure, return to remote learning strategy. If partial closure, class teachers affected revert to remote learning practice.
2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning.	3	3		<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>Full use is made of all qualified teachers.</li> </ul>	Y	
				<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	TA support has been planned for September The majority of TAs provision in the school is for children with

						EHCP so flexibility is limited	
				<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	Follow Barnet PHE guidance	
				<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	Unless shielding, all pupils to be in school. If class closes revert to remote learning.	
				<ul style="list-style-type: none"> <li>Where possible, ensure pupils with SEND are prioritised to be in school, -.</li> </ul>	Y		
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	4	3		<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	School makes minimal use of supply. Where possible, leadership cover classes to ensure continuity if teacher is not present.	
		3		<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	Socially distancing signage is in place Hygiene signs already in place based on existing protocols. Visitors reminded of protocols on opening.	
	4	3		<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	Use the Barnet IRA	
		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	Have discussed with IOE deployment of student teachers and will risk assess students on entry	
4. Risk of infection of extremely clinically vulnerable members of the household of a member of staff.	4	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 maximising distance from others, as far as is reasonably possible</li> </ul>	Y	Barnet IRA have been completed with vulnerable staff.	

5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	3		<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>	Y	Consistent with school policy	
				<ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>	Y	Partner school of St Pauls (operating the same curriculum)	
				<ul style="list-style-type: none"> <li>Ensure First Aid certificates are up to date (previously extended for 3 months)</li> </ul>	Y	1 <sup>st</sup> Aid updates taken during lock down	
				<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	Staff trained	
				<ul style="list-style-type: none"> <li>Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	Y	Shared with FGB (as part of action plan); planned with SLT; INSET training programme	
6. Risks to health and safety because staff are not trained in new procedures.	3	4		<ul style="list-style-type: none"> <li>A revised staff handbook is issued to all staff prior to reopening.</li> </ul>	Y	Action: update ASAP Staff aware of changes (advised during meetings)	
				<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	As part of re-opening action plan – see attached	
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	3		<ul style="list-style-type: none"> <li>An individual risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to reduce the number of different contacts and keep a safe distance, and they must not be employed in any role where high-risk activities may be carried out, for example personal care.</li> </ul>	Y	All vulnerable staff have been contacted Where necessary IRA have been completed. PPE is worn when personal care is administered.	

				<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	IRAs have been written for all vulnerable staff who have not yet returned to school. All other staff with underlying health issues have provided confirmation from their health care professional that they are able to return to school.	
				<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	See above	
				<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	Staff updated on new guidance by end of term	

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

8. Risk of transmission within the school building (this includes breakfast club and after school activities)	3	3		<ul style="list-style-type: none"> <li>Audit accommodation and the full range of curriculum needs in order to establish if class groups (30 children) are a feasible bubble size or if year group sized bubbles will need to be implemented.</li> </ul> <p>For Secondary:</p> <ul style="list-style-type: none"> <li>Audit accommodation in order to establish how many class groups and or year groups (no size restrictions) can be accommodated.</li> </ul>	Y	Classes, in large part, will remain as individual bubbles with 2 regular key stage bubbles during break periods.	
				<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	Highest priority group to ensure equity of provision for all.	

			<ul style="list-style-type: none"> <li>Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children.</li> </ul> <p><b>For Secondary</b></p> <ul style="list-style-type: none"> <li>Classes/spaces remodelled to allow for adults to maintain a distance (ideally 2 metres) from pupils and other adults.</li> </ul>	Y	Beech, Cedar and Oak forward facing desks; Willow remove all unessential furniture to make full use of room Chestnut to remove unnecessary furniture
			<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	As above
			<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	Pupils and families to be informed and reminded of protocols. Most children will have returned to school by end of academic year. New protocols to be reinforced in new term.
			<ul style="list-style-type: none"> <li>Clear signage displayed in classrooms promoting reduction of contacts and maximising distance</li> </ul>	Y	Exists currently, will update to take into account social distancing rules for September
			<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	Where possible children will stay with teachers. TAs will have to move between bubbles (as permitted within the guidance) but where possible this is kept to a minimum.
			<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> <li></li> </ul>	Y	PPE is offered to staff (face shield; gloves) but not recommended in guidance as standard practice.

	3	3		<ul style="list-style-type: none"> <li>For breakfast and after school clubs schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible.</li> <li>If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups</li> <li>Schools should consult the guidance produced for summer holiday childcare, available at <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a> as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.</li> <li>As with physical activity during the school day, contact sports should not take place.</li> </ul>	Y	<p><b>B'fast Club: year groups will be separated and there will be separate play equipment that can be wiped at the end of the session</b></p> <p><b>ACTION: write to families detailing what September will look like</b></p> <p>After school club has been contacted. Plan is to have two distinct groups on the A/S club one Ks 1 and one KS 2</p> <p>Review PE curriculum to remove contact sport (typically not part of the curriculum)</p>	
9. Risk of transmission in large spaces used as classrooms/teaching spaces	3	3		<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>Lunch times are kept to Key stage bubbles (very similar to current practice) and children will continue to play in their playgrounds</b>	
				<ul style="list-style-type: none"> <li>Large gatherings of more than one bubble should be avoided</li> </ul>	Y	<b>No collective worship or regular, large group meetings</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>Small school, relatively straight forward to update</b> <b>Corridors are narrow.</b> <b>Children will be trained</b>	

						to wait and not pass down them together	
10. Risks of transmission during use of the outdoor learning environment for young children	3	3		<ul style="list-style-type: none"> <li>Leadership are realistic about the difficulties of <b>reducing contacts and maximising distance</b> for young children in outside spaces</li> </ul>	Y	Leadership have explored options of bubble size. Youngest children are most likely to break distance bubble size therefore they will have break periods with fewest pupil groups	
				<ul style="list-style-type: none"> <li>Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>	Y	In place	
				<ul style="list-style-type: none"> <li>Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>	Y	In place	
				<ul style="list-style-type: none"> <li>Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances <b>if shared between bubbles.</b></li> </ul>	Y	Key stage bubbles will use different equipment.	
				<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	In place	
				<ul style="list-style-type: none"> <li></li> </ul>			
				<ul style="list-style-type: none"> <li><b>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.</b></li> </ul>	Y	Key stage 1 and key stage 2 bubbles to be put in place. Each key stage bubble will use outdoor area	
<ul style="list-style-type: none"> <li>Where outside space must be shared arrangements for cleaning between <b>bubbles</b> are in place</li> </ul>	Y	Key stage 1 and key stage 2 bubbles to be put in place. Each key stage bubble will own equipment. Not shared between key stage bubbles					

				<ul style="list-style-type: none"> <li>Resources are limited to facilitate effective cleaning daily</li> </ul>	Y	In place	
				<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	Timetabled for individual use (Rec only). Clean down after use.	
				<ul style="list-style-type: none"> <li>Consider the removal or covering of areas which are difficult to clean such as maleable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them</li> </ul>	Y	In place	
11. Risk of staff having to move between groups	4	3		<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	Has been reviewed and although there are staff who have to move between bubble this has been kept to a minimum; current social distancing guidance is being followed	
12. Risks of transmission due to movement around the school.	4	4		<ul style="list-style-type: none"> <li>Arrange for corridors to be one-way where possible</li> </ul>	N	Not possible with such narrow corridors hence key stage bubbles	
				<ul style="list-style-type: none"> <li>Clear signage and markers for the youngest children</li> </ul>	Y	Currently in place	
				<ul style="list-style-type: none"> <li>Corridors are divided where feasible</li> </ul>	N	Corridors too narrow to divide	
				<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	Identified and pupils/staff aware of pinch points (will require constant monitoring/reminding)	
				<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	Action plan for September into Autumn	

						term to reinforce new practices. <b>Review behaviour policy</b>	
				<ul style="list-style-type: none"> <li>Appropriate duty rota and levels of supervision in place <b>reducing contacts and maximising distance</b></li> </ul>	Y		
13. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	3		<ul style="list-style-type: none"> <li>Start and departure times are staggered <b>where possible</b></li> </ul>	Y	<b>Soft start in place</b> <b>Broader use of exits from school</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>	N	<b>Limited space in school; parents to use external areas outside of school site to collect family groups</b>	
				<ul style="list-style-type: none"> <li>Stagger time for SEN Transport drop offs and pick ups</li> </ul>	NA		
				<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	<b>Two exit points used to spread exit of pupils</b>	
				<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>Soft start; pupils to wash hands on entering school (current practice)</b>	
				<ul style="list-style-type: none"> <li><b>Unless essential</b>, do not allow parent/carers to enter the buildings to drop off or collect children. <b>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</b> gathering at the school gates to talk to other parents.</li> </ul>	Y	<b>Already in Place</b> <b>As part of 'changes for September' letter to parents to inform them that they are not to enter school site to minimise contact points</b>	
				<ul style="list-style-type: none"> <li><b>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</b></li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Identify drop off and pick up waiting areas that can <b>reduce contacts and maximise distance</b></li> </ul>	Y	<b>Areas identified</b>	

						<b>Parents to be informed in changes for September letter</b>	
				<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>	<b>N</b>	<b>Use other access points/open double gates</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>	<b>Y</b>	<b>INSET day will provide further training on this</b>	
				<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>	<b>Y</b>	<b>Signage in place</b>	
				<ul style="list-style-type: none"> <li>Floor markings visible to all to avoid queuing</li> </ul>	<b>NA</b>	<b>Social distancing rules have changed (snappy distance rules enforced but adapted to reflect current guidance)</b>	
				<ul style="list-style-type: none"> <li>Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>	<b>Y</b>	<b>Changes to September advice</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>	<b>Y</b>	<b>Changes to September advice</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>	<b>NA</b>		
14. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.	<b>3</b>	<b>3</b>		<ul style="list-style-type: none"> <li>Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>	<b>Y</b>	<b>Changes to September advice</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>	<b>Y</b>	<b>Changes to September advice</b>	
				<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>	<b>NA</b>	<b>Soft start remains. Kiss and drop not appropriate</b>	
				<ul style="list-style-type: none"> <li>Suitability of operation of School Crossing Patrol site considered in consultation with</li> </ul>	<b>NA</b>		

				Highways and, if deemed suitable, temporary measures/procedures implemented.			
				<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>	NA		
				<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>	NA	<b>Pavements are narrow. Private land so little capacity to widen.</b>	
15. Risk of transmission because pupils do not observe agreed protocols of <b>the reduction of contacts and maximising distance</b> at playtimes	3	4		<ul style="list-style-type: none"> <li><b>Break and lunch times are staggered</b></li> </ul>	N	<b>Not necessary with key stage bubbles; will consider flexibility with mid-morning breaks</b>	
				<ul style="list-style-type: none"> <li>External areas are designated for different groups</li> </ul>	Y	<b>Key stage 1 and key stage 2 bubbles have identified are</b>	
				<ul style="list-style-type: none"> <li>Pupils are reminded about the protocols of <b>reduction of contacts and maximising distance before every break time</b></li> </ul>	Y	<b>Staff trained in September as part of INSET</b>	
				<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	<b>Teachers to cover more supervision periods</b>	
16. Risk of transmission because pupils do not observe agreed protocols of <b>reduction of contacts and maximising distance</b> at lunchtimes	3	4		<ul style="list-style-type: none"> <li>Pupils are reminded about the protocols of <b>the reduction of contacts and maximising distance before every lunchtime</b></li> </ul>	Y	<b>Staff trained in September as part of INSET</b>	
				<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	<b>Time allowed for increased hygiene</b>	
				<ul style="list-style-type: none"> <li>Dining room areas and other spaces are configured to ensure the <b>reduction of contacts and maximising distance</b> measures are in place when the children eat. <b>Where possible children will be front facing and facing the same direction i.e. not face to face.</b></li> </ul>	Y	<b>Full area of hall used – year groups maintained to specific areas. Where possible but with limits the children will not sit face to face</b>	

				<ul style="list-style-type: none"> <li>Floor markings are clear to avoid queues</li> </ul>	N	Training for staff will include how pupils queue	
				<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	Packed lunches to be stored in/outside of classrooms not in communal area	
				<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	Current practice	
				<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>	Y	Current practice	
17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4	4		<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		
				<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>	Y		
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	3		<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance provisions are in place for medical rooms</li> </ul>	Y	Room has been cleared of all unnecessary furniture	
				<ul style="list-style-type: none"> <li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> </ul>	N	There is limited space. In the case of suspected C-19 a child will be in the medical room which will then be deep cleaned after the child is collected. Use of bed not permitted during crisis period.	
				<ul style="list-style-type: none"> <li>PPE available if staff dealing with pupil with symptoms</li> </ul>	Y	In place	
				<ul style="list-style-type: none"> <li>Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas</li> </ul>	Y	In place	
19. Groups of people gather in reception	3	4		<ul style="list-style-type: none"> <li>Parents are made aware of new school procedures prior to their children starting back</li> </ul>	Y	FAQ letter already circulated	

areas which may contravene <b>reduction of contacts and maximising distance</b> guidelines				at school <b>and to those families whose children are new to the school.</b>		<b>Return to school letter to be circulated end of term and start of term</b> <b>New parents informed of changes</b>	
				<ul style="list-style-type: none"> <li><b>The maximising distance</b> floor markings are clearly in place</li> </ul>	N	<b>Guidance is fluid and any markings will reflect September advice</b>	
				<ul style="list-style-type: none"> <li><b>Reduction of contacts and maximising distance</b> protocols and guidance are clearly displayed to protect those staff on reception duty</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Non-essential visitors to school and deliveries are minimised</li> </ul>	Y	<b>Current practice</b>	
				<ul style="list-style-type: none"> <li>Arrangements are in place for visitors to stay apart</li> </ul>	Y	<b>Current practice</b>	
<b>C. Hygiene and protective controls</b>							
20. Risk that <b>reducing contacts and maximising distancing</b> between those in school is difficult or impossible to maintain, leading to a risk of transmission.	3	4		<ul style="list-style-type: none"> <li>Ensure frequent hand cleaning and good respiratory hygiene practices</li> </ul>	Y	<b>Gels, soaps, paper towels are in place around school and surplus is in stock (currently stored in office cupboards)</b>	
				<ul style="list-style-type: none"> <li>Regular cleaning</li> </ul>	Y	<b>Current practice</b>	
				<ul style="list-style-type: none"> <li>Minimise contact and mixing (see above)</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>See sections above re start and end of day arrangements, playtimes and break times</li> </ul>	-		
21. Risk of staff or children with the virus coming into school <b>with symptoms</b> or when symptoms are not clear.	4	4		<ul style="list-style-type: none"> <li>Testing of staff or pupils – <b>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.</b></li> </ul>	Y	<b>Parents/staff informed of how they can obtain a home testing kit (current practice)</b>	
				<ul style="list-style-type: none"> <li><b>Ensure that pupils, staff and other adults do not come into the school if they have <b>coronavirus (COVID-19) symptoms</b>, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home</b></li> </ul>	Y	<b>Clarify in newsletters and changes for September letter</b>	

				<ul style="list-style-type: none"> <li>• Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>	Y	Current practice	
				<ul style="list-style-type: none"> <li>• PPE on hand.</li> </ul>	Y	Current practice	
				<ul style="list-style-type: none"> <li>• Active engagement with NHS Test and Trace</li> </ul>	Y	Current practice	
22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	3		<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	Follow guidance in these cases	
				<p>Establish arrangements for all frequently touched surfaces and equipment e.g.</p> <ul style="list-style-type: none"> <li>• door handles</li> <li>• handrails</li> <li>• tabletops</li> <li>• play equipment</li> <li>• toys</li> <li>• electronic devices (such as phones)</li> <li>• specialist equipment, including equipment used by pupils with SEN</li> </ul>	Y	Current practice	
				<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	Current practice	
				<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	Current practice	
				<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	Current practice	
				<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	Current practice	
				<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	Current practice	

				<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. <b>Ensure parent/carers are aware of this</b></li> </ul>	Y	<b>Update staff who are currently washing clothes daily</b> <b>Inform parents in changes to September letter (already informed in FAQ letter)</b>	
23. Risk of virus spreading because the school has insufficient materials and equipment	4	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>Stock in school and orders prepared</b>	
				<ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>	Y	<b>Current practice</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>Current practice</b>	
				<ul style="list-style-type: none"> <li>Bins to be double bagged and emptied</li> </ul>	Y	<b>Current practice</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>Stock in school and orders prepared</b>	
24. Provision and use of PPE for staff where required is not in line with government guidelines	3	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>Current practice</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>There is useful advice from DfE and NHS in how to use PPE</b> <b>Staff have been shown (via video )how to wear PPE correctly</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>Current practice</b>	
25. Pupils forget to wash their hands regularly and frequently	4	3		<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>September INSET</b>	
				<ul style="list-style-type: none"> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. <b>Pupils regularly reminded about this in class.</b></li> </ul>	Y	<b>In place</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	In place	
26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	3	4		<ul style="list-style-type: none"> <li>Clear messaging to pupils on the importance and reasons for reducing contacts and maximising distance is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling.</li> </ul>	Y	Modelling of handwashing particularly to younger children	
				<ul style="list-style-type: none"> <li>Staff model reducing contacts and maximising distance consistently.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>The movement of pupils around the school is minimised.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Large gatherings are avoided inc assemblies</li> </ul>	Y	Staff informed; parents informed in FAQ letter	
				<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	See above	
				<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>	N	<b>ACTION: to revise and publish draft on school website during summer break</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	On-going reviews when guidance changes	
				<ul style="list-style-type: none"> <li>Messages to parents reinforce the importance of reduction of contacts and maximising distance</li> </ul>	Y	News letters	

				<ul style="list-style-type: none"> <li>• Arrangements for younger primary school children have been agreed and staff are clear on expectations.</li> </ul>	Y	As part of induction to school	
				<ul style="list-style-type: none"> <li>• Arrangements for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>	Y	Vulnerable families have been contacted.	
<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	4		<ul style="list-style-type: none"> <li>• A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening.</li> </ul>	Y	Current practice	
				<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	Current practice	
				<ul style="list-style-type: none"> <li>• Working hours for cleaning staff are increased</li> </ul>	NA		
28. The use of fabric chairs may increase the risk of the virus spreading	3	3		<ul style="list-style-type: none"> <li>• Take fabric chairs out of use where possible.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	Y	Allocate chairs to staff in staff room	
29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4	4		<ul style="list-style-type: none"> <li>• Follow DfE guidelines for number of pupils per toilet</li> </ul>	Y	Each class has allocated toilet	
				<ul style="list-style-type: none"> <li>• Queuing zones for toilets and hand washing have been established and are monitored.</li> </ul>	Y	Handwashing in class when possible to monitor behaviour	
				<ul style="list-style-type: none"> <li>• Floor markings are in place to enable reduction of contacts and maximising distance.</li> </ul>	Y	Where appropriate reflecting guidance at the time	
				<ul style="list-style-type: none"> <li>• Pupils know that they can only use the toilet one at a time.</li> </ul>	Y	Induction for children at start of term.	

				<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	Induction for children at start of term.	
				<ul style="list-style-type: none"> <li>The toilets are cleaned frequently as laid out in the enhanced cleaning schedule</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Monitoring ensures a constant supply of soap and paper towels</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Bins are emptied regularly.</li> </ul>	Y		
				<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	See above	
30. Fire procedures are not appropriate to cover new arrangements	4	3		<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	Fire drills have taken place throughout lockdown as pupil numbers have changed. Fire drills will take place in Autumn to rehearse distanced exit of site	
				<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	INSET training	
				<ul style="list-style-type: none"> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	Y	September	
31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	3		<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	Muster points changed during crisis period	
				<ul style="list-style-type: none"> <li>Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.</li> </ul>		PEEP plans reviewed and identified pupil will have additional evacuation training.	
				<ul style="list-style-type: none"> <li>Consider access route for teachers and pupils with mobility issues, as reduction of contacts</li> </ul>			

				and maximising distance measures may not be possible during an emergency			
32. Fire marshals absent due to self-isolation	4	3		<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>	Partial	Limited members of staff in a small school	
33. All systems may not be operational	3	3		<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate, see following link: <a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a></li> </ul>	Y		
				<ul style="list-style-type: none"> <li>All systems have been recommissioned including: <ul style="list-style-type: none"> <li>Water systems (particularly legionella testing and controls in place)</li> <li>Electrical and gas safety checks</li> <li>Emergency escapes, lighting and fire detection systems</li> <li>Security systems</li> <li>Lifts and escalators</li> <li>Heating</li> <li>Ventilation systems</li> </ul> </li> </ul>	Y	Current practice	
34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	3		<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> </ul>	Y		
				<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	Maintenance has continued throughout lockdown	
35. Lack of good ventilation means that there is risk of transmission	3	3		<ul style="list-style-type: none"> <li>Ensure good ventilation in classrooms and common areas e.g. through opening a window</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Follow guidance in the following link: <a href="#">air conditioning and ventilation during the coronavirus outbreak.</a></li> </ul>			
36. Visitors to the site (including parents) add to the risk	4	3		<ul style="list-style-type: none"> <li>Signage giving routes, procedures, entrances and exits to be followed.</li> </ul>	Y	Signage clear and updated when appropriate	

				<ul style="list-style-type: none"> <li>Limit the external visitors to the school during school hours</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	Clean pen after use if using school pen	
				<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	September letter information	
				<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	Current practice	
37. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4	3		<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		
				<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	Small school with minimal options for change	
				<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	Planned contractors in school when school is empty over summer	
				<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>	NA	Not possible – only main entrance is viable	
				<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	Work takes place outside of school operational hours	

				<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	3		<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on the <b>system of controls: protective measures regarding COVID-19</b> and its implications for the school.</li> </ul>	Y	<b>All relevant policies have been created. Will require updating in light of changes to KCSiE 2019 appendix H, Covid-19 guidance and behaviour</b>	
				<ul style="list-style-type: none"> <li>The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	Y		
39. Curriculum/ Learning Environment	3	3		<ul style="list-style-type: none"> <li>Consider what activity is more difficult/ not possible to be undertaken with <b>reduction of contacts and maximising distance</b> in place.</li> <li>Each activity should be risk assessed and should not be run unless the risks can be mitigated. <b>School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.:</b> <ul style="list-style-type: none"> <li>- <b>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.</b></li> <li>- <b>In music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more</b></li> </ul> </li> </ul>	Y	<b>Adopting White Rose Hub catch up curriculum; adapted Curiosity Curriculum; staff aware of reading, writing maths focus; assessments to assess lost learning and teaching adapted to rapidly address learning gaps;</b> <b>PE &amp; Music teachers briefed</b> <b>No assemblies or ensembles</b>  <b>Introduce Jigsaw PSHE curriculum which covers all PSHE areas</b>	

				<p>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.</p>		including mental wellbeing	
				<ul style="list-style-type: none"> <li>• Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support.</li> </ul>			
40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	3		<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	Key stakeholders regularly updated	
				<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	Letter sent following publication of new guidance; return to school letter will be sent prior to school year and plans to maintain regular contact (either in weekly news letters or focused leadership letters)	

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	4		<ul style="list-style-type: none"> <li>• School is aware of current guidelines for shielding</li> </ul>	Y		
				<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	FAQ in letter to parents early July; expectation is that pupils return; exceptional reasons for not returning will be in updated FAQ for September	
				<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	Current practice	
				<ul style="list-style-type: none"> <li>• Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y	Current practice	
				<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	This will, where possible, reflect the current curriculum	
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	4		<ul style="list-style-type: none"> <li>• There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> </ul>	Y	School councillor available and staff trained and aware of potentially increased risk of mental health	
				<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>			
				<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	Current practice	
				<ul style="list-style-type: none"> <li>• Resources/websites to support the mental health of pupils are provided.</li> </ul>	Y	Current practice	
43. The mental health of staff has been adversely affected during the period that the school has been	3	4		<ul style="list-style-type: none"> <li>• Staff are encouraged to focus on their wellbeing.</li> </ul>	Y	Current practice	
				<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	Current practice	

closed and by the COVID-19 crisis in general				<ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing</li> </ul>	Y	Planned for September INSET/ongoing CPD	
				<ul style="list-style-type: none"> <li>Staff briefings/training on wellbeing are provided.</li> </ul>	Y	Current practice	
				<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Y		
44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	4		<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> </ul>	Y		
				<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		
				<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		
				<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		
				<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		
45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	4		<ul style="list-style-type: none"> <li>Guidance on test and trace has been published.</li> </ul>	N	ACTION: publish on site	
				<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>	N	September INSET	
				<ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>	Y		
46. Infection transmission within school due to	4	4		<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	MIS system Arbor	

staff/pupils (or members of their household) displaying symptoms				<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 <b>test and trace</b> for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> </ul>	Y	As per guidance	
				<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	In regular news letters/FAQ sheets; as part of staff briefing	
				<ul style="list-style-type: none"> <li>A record of any COVID-19 symptoms in staff or pupils is reported to the <b>local authority and, in the case of academies, the trust</b></li> </ul>	Y		
47. Staff ( <b>inc breakfast club and after school activities staff</b> ), 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	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	See above	
				<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 above	
				<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	See above	
48. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school <b>including test and trace</b>	4	4		<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> </ul>	Y	See above	
				<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	Planned for INSET; explained to new parents	
				<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		

49. Staff, parents and carers are not aware of recommendations on transport to and from school	4	4		<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	FAQ sheet to parents	
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