

**COVID-19: Operational Risk Assessment for School Reopening**

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| **Member of Staff and Job Title:** | **Date of Assessment:** | **Date of Review:** | **Covered by this assessment:** |
| **Jude Deasey, Headteacher** | **17.05.2020** | **23.05.2020** | Staff, pupils, parents, visitors, volunteers, contractors |

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the phased 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:

**Related documents from Government:**

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision>

**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)** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **A. Staffing Resources** |
| 1. Risk that there are Insufficient staff to support all the pupils to be in school in all the year groups proposed by the DfE | **3** | 4 | 12 | * Audit staff availability from the start of the week when extra pupils will be attending.
 | **Y** | Teacher and support staff consulted w/c 11th May.Meetings held w/c 18th May | 9 |
| * Establish how many and which staff will be available
 | **Y** |  |
| * 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
 | **Y** | Only Year 1 and Reception if Key Worker provision continues.Cap on number of children in KW provision. |
| * Consider use of longer term supply teachers
 | **N** |  |
| * Flexible and responsive use of teaching assistants (note DfE guidance on one teacher per group or one TA supervised by a teacher)
 | **Y** |  |
| * For pupils who need a high level of adult support, including those with special educational needs, ensure that there are at least two TAs available to support the pupil. Where possible this will include support of adult from before ‘closure’.
 | **Y** |  |
| * Full use is made of testing to inform staff deployment
 | **Y** |  |
| * Ensure there is the capacity within the staff to deliver on site learning (for those attending school) and home learning (for those who are still at home)
 | **Y** |  |
| 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** | 4 | 12 | * The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.
 | **Y** |  | 9 |
| * Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.
 | **Y** |  |
| * Flexible and responsive use of teaching assistants to supervise classes is in place.
 | **Y** | Only utilising Level 3 and 4 TAs to supervise. |
| * Full use is made of testing to inform staff deployment.
 | **Y** |  |
| * A blended model of home learning and attendance at school is utilised until staffing levels improve.
 | **Y** |  |
| * For pupils with SEN, SENCO to carry out Barnet Risk Assessment for individual children and consider the use of an individual Re-integration Plan.
 | **Y** |  |
| * Consider merging online classes into year groups to help manage reduced online learning staffing capacity.
 | **N** | This is not necessary at the moment. |  |
| 3. Risk of infection of **extremely clinically vulnerable** members of the household of a member of staff. | **4** | 4 |  | * Staff member only attends work if stringent social distancing can be adhered to; otherwise they should be encouraged to work at home
 | **Y** |  | 4 |
| 4. Risk of not covering essential functions (first-aid, DSL, SENCo). | **3** | 4 | 12 | * Provide cover for the role from within available staffing
 | **Y** | Staff handbook to make clear who to report concerns to in the absence of the Headteacher.  | **9** |
| * Or remote support via another school or the Local Authority.
 | **N** |  |
| * First Aid certificates extended for 3 months
 | **Y** | SBM to coordinate and review list. |
| * Follow Covid19-First responders guidance when administering emergency first aid as social distancing may not be possible to maintain while attending to individuals.
 | **Y** | To be included in Staff Handbook. |
| * Programme of training for additional staff in place (e.g. Safeguarding)
 | **Y** |  |
| 5. Risks to health and safety because staff are not trained in new procedures. | **3** | 4 | 12 | * A revised staff handbook is issued to all staff prior to reopening.
 | **N** | **Ready for 1st June 2020.** | **9** |
| * Induction and CPD programmes are in operation for all staff prior to reopening, and include:
	+ Infection control
	+ Fire safety and evacuation procedures
	+ Constructive behaviour management
	+ Safeguarding
	+ Risk management
 | **Y** | Week commencing 1st June for staff who have not staffed Key Worker provision.Refresher for all staff. |
| 6. Risk that staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them. | **4** | 4 | 16 | * Members of staff that are clinically extremely vulnerable must continue to self-isolate and remain at home. Staff who are clinically vulnerable should continue to work from home. Where a clinically vulnerable member of staff cannot work from home and are essential to the running of the service, a risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to social distance and they must not be employed in any role where high-risk activities may be carried out, for example personal care. In those circumstance the workplace would not be suitable for their return
 | **Y** | Staff have had a letter w/c 11th May explaining the guidance.  | **8** |
| * All members of staff with underlying health issues and those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated
 | **Y** | SBM to maintain list. |
| * Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice
 | **Y** |  |
| * Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable
 | **Y** |  |
| * All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance.
 | **Y** |  |
| * Current government guidance is being applied.
 | **Y** |  |
| **B. Teaching Spaces, the Learning and School Environment** |
| 7. Risk that there is insufficient accommodation to support pupils attending with a maximum class size of 15 | **3** |  |  | * Audit accommodation in order to establish how many class groups of up to 15 pupils can be accommodated at any one time (size of group is dependent on space available)
 | **Y** |  |  |
| * Take account of the needs of individual pupils, including those with SEN.
 | **Y** |  |
| * Classes and outdoor areas remodelled to allow for individual workstations as appropriate and social distancing
 | **Y** | Create classroom checklist to ensure all staff follow arrangements. |
| * Spare chairs and other furniture removed so cannot be used
 | **Y** |  |
| * Protocols around ‘social distancing’ shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood social distancing. Where a pupil does not understand ‘social distancing’, accommodation needs to take account of this, and space identified where the pupil and those supporting them can go.
 | **Y** |  |
| * Clear signage displayed in classrooms promoting social distancing
 | **Y** |  |
| * Children stay with their own teacher/teaching assistant and do not mix with other children (‘bubble’ model). This is particularly the case for pupils with SEN unable to adhere to ‘social distancing’.
 | **Y** |  |
| 8. Risk of transmission in large spaces used as classrooms/ teaching spaces | **3** | 4 | 12 | * Limits are set for large spaces e.g. dining hall, school hall
 |  |  | 8 |
| * Large gatherings are not permitted
 |  |  |
| * Design and layout and arrangements in place to allow for social distancing
 |  |  |
| 9. Risks of transmission during use of the outdoor learning environment for young children | **3** | 5 | 15 | * Leadership are realistic about social distancing and young children in outside spaces
 | **Y** |  | **9** |
| * Arrangements for handwashing, tissues, bins with lids, are in place outside
 | **Y** | Bins with lids ordered. |
| * Close down drinking fountains and make arrangements for individual water bottles for children
 | **Y** | Letter to parents to make this a requirement. |
| * Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances
 | **Y** | Closed since 9th March. |
| * Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam
 | **Y** |  |
| * Games and activities which allow children’s heart rate to raise and avoid the sharing of equipment are available
 | **Y** |  |
| * Outside spaces timetabled throughout the day (use of three playgrounds in addition to the Reception outside space)
 | **Y** |  |
| * Where outside space must be shared arrangements for cleaning between groups are in place
 | **Y** |  |
| * Resources are limited to facilitate effective cleaning daily
 | **Y** |  |
| * Bike and wheeled toy play in Reception space only. Cleaning facilities available in the space.
 | **Y** |  |
| * Removed and covered or areas which are difficult to clean such as mailable materials and planting areas.
 | **Y** | Individual packs of resources for each bubble created. |
| 10. Risks of transmission due to movement around the school. | **4** |  |  | * Arrange for corridors to be one-way where possible
 | **Y** | Where not possible, other measures have been put in place. |  |
| * Clear signage and markers for the youngest children
 | **Y** |  |
| * Corridors are divided where feasible
 | **Y** |  |
| * Pinch points and bottle necks are identified and managed
 | **Y** |  |
| * Movement of pupils and staff around the school is minimised
 | **Y** |  |
| * Pupils are reminded regularly of social distancing protocols
 | **Y** |  |
| * Where possible children to use the outside doors to leave classrooms for break times and lunchtimes instead of using the corridors.
 | **Y** |  |
| * Break times staffed to ensure that children to do not cross over in corridors.
 | **Y** |  |
| * Appropriate duty rota and levels of supervision in place
 | **Y** |  |
| 11. Risk of transmission due to number of people near entrances and exits at the start and end of the school day. | **4** | 4 | 16 | * Start and departure times are staggered
 |  |  | **12** |
| * Different entrances and exits to be used for different groups.
 |  | **From the 1st June for KW provision then from 8th June.** |
| * Number of entrances and exits used is maximised where appropriate measures in place
 |  |  |
| * 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
 |  |  |
| * Do not allow parent/carers to enter the buildings to drop off or collect children nor any gathering at the school gates to talk to other parents.
 |  | Plans and video to be created for parents so they understand the expectations. |
| * Identify drop off and pick up waiting areas that can retain social distancing
 |  |  |
| * Extend gate/entrance opening times to prevent queueing
 |  |  |
| * Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes
 |  |  |
| * A plan is in place for managing the movement of people on arrival to avoid groups of people congregating
 |  |  |
| * Floor markings visible to all to avoid queuing
 |  |  |
| * Parents given advice on walking/cycling to school, avoiding public transport and minimising driving
 |  |  |
| * Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage
 |  |  |
|
| 12. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing. | **3** | 4 | 12 | * Advice to pupils and families on maintaining road safety procedures despite changes.
 |  |  | **6** |
| * For those that have to drive, advice on places they should and should not pick up, drop off and park
 |  |  |
| * Arrangements for kiss and drop, if deemed appropriate.
 |  |  |
| 13. Risk of transmission because pupils do not observe agreed protocols of social distancing at playtimes | **3** | 4 | 12 | * Playtimes are staggered
 | **Y** |  | **9** |
| * External areas are designated for different groups
 | **Y** |  |
| * Staff to model expectations in relation to social distancing.
 | **Y** |  |
| * Pupils are reminded about the protocols of social distancing before every playtime
 | **Y** |  |
| * Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.
 | **Y** | Ratio will be 1:10 at playtimes with only 10 in the space. |
| 14. Risk of transmission because pupils do not observe agreed protocols of social distancing at lunchtimes | **3** | 5 | 15 | * Pupils are reminded about the protocols of social distancing before every lunchtime
 | **Y** |  | **12** |
| * Pupils wash their hands before and after eating
 | **Y** |  |
| * Dining room areas and other spaces are configured to ensure social distancing measures are in place when the children eat
 | **Y** | Dining room only be used for Reception classes (one bubble at a time) then cleaned before next group. |
| * Floor markings are clear to avoid queues
 | **Y** |  |
| * Staff to model expectations in relation to social distancing.
 | **Y** |  |
| * 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
 | **Y** | Packed lunches start 1st June. |
| * If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not ‘share’ food
 | **Y** |  |
| * Eating areas are thoroughly cleaned after lunchtime
 | **Y** |  |
| 15. Staff rooms and offices do not allow for observation of social distancing guidelines | **4** | 5 | 20 | * Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.
 | **Y** |  | **8** |
| * Staffroom and office doors kept open (except in event of a fire)
 | **Y** |  |
| * Staggered break times and lunchtimes will reduce the number of staff in any one place during the day.
 | **Y** |  |
| * Staff have been briefed on the use of these rooms
 | **N** | Induction from 1st June. |
| 16. The configuration of medical rooms may compromise social distancing measures | **3** | 5 | 15 | * Social distancing provisions are in place for medical rooms
 | **Y** | To be included in staff handbook | **12** |
| * Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged
 | **Y** | Room been emptied and cleaned.  |
| * PPE available if staff dealing with pupil with symptoms
 | **Y** |  |
| * Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas
 | **Y** |  |
| 17. Groups of people gather in reception areas which may contravene social distancing guidelines | **3** | 4 | 12 | * Parents are made aware of new school procedures prior to their children starting back at school
 | **Y** |  | **9** |
| * Parents to be told to email and phone ONLY to communicate with school.
 | **Y** |  |
| * Social distancing floor markings are clearly in place
 | **Y** |  |
| * Social distancing protocols and guidance are clearly displayed to protect those staff on reception duty
 | **Y** |  |
| * Non-essential visitors to school and deliveries are minimised. Non-contact temperature to be taken if a visitor has to enter the main building.
 | **Y** |  |
| * Pick up and drop off box available outside the school front door.
 | **Y** |  |
| * Arrangements are in place for visitors to stay apart
 | **Y** |  |
| **C. Hygiene and protective controls** |
| 18. Risk that social distancing between pupils and between staff and pupils is difficult or impossible to maintain, leading to a risk of transmission. | **3** | 5 | 15 | * Ensure frequent hand cleaning and good respiratory hygiene practices
 | **Y** |  | **12** |
| * Regular cleaning
 | **Y** |  |
| * Minimise contact and mixing (see above)
 | **Y** |  |
| * See sections above re start and end of day arrangements, playtimes and break times
 | **Y** |  |
| 19. Risk of staff or children with the virus coming into school when symptoms are not clear.  | **4** | 5 | 20 | * Testing of staff or pupils
 | **Y** | Details of how to access this to be provided to staff and parents. |  |
| * Make arrangements to isolate anyone with symptoms and have clear guidance and protocols
 | **Y** | Staff handbook |
| * PPE on hand.
 | **Y** | Medical room |
| 20. Risk of the virus spreading via surfaces in the school unless there is regular cleaning  | **4** | 4 | 16 | * Children only allowed to play with equipment that can be washed everyday.
 | **Y** |  | 12 |
| Establish arrangements for all frequently touched surfaces and equipment e.g.* door handles
* handrails
* tabletops
* play equipment
* toys
* electronic devices (such as phones)
* specialist equipment, including equipment used by pupils with SEN
 | **Y** | Additional cleaning added to daily routine during the school day as before closure. |
| * When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.
 | **Y** | Additional cleaning resources have been purchase. |
| * Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources. No books to be sent home and no bookbags to be bought into school.
 | **N** | To be shared with parents before return on 8th June. |
| * Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom.
 | **Y** | Individual resource packs created as per Key Worker provision. |
| * Teachers should make sure they wash their hands and surfaces, before and after handling pupils’ books
 | **Y** |  |
| * Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Hand sanitisers in reprographics room.
 | **Y** |  |
| * 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.
* Flexibility of dress code to ensure regular cleaning is possible.
 | **Y** | To be communicated with parents and staff. |
| 21. Risk of virus spreading because the school has insufficient materials and equipment | **4** | 5 | 20 | * Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms
 | **Y** | Hygiene stations created in each classroom that is being used. | **12** |
| * Use of hand sanitisers at appropriate locations
 | **Y** |  |
| * Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,
 | **N** | Ordered 18th May. |
| * Bins to be double bagged and emptied
 | **Y** |  |
| * Disposable tissues to implement the ‘catch it, bin it, kill it’ approach in each classroom
 | **Y** |  |
| 22. Provision and use of PPE for staff where required is not in line with government guidelines | **3** | 4 | 12 | * Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.
 | **Y** |  | **9** |
| * 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
 | **N** | From 1st June 2020. |
| * Staff are reminded that the wearing of gloves is not a substitute for good handwashing
 | **Y** | Staff handbook. |
| 23. Pupils forget to wash their hands regularly and frequently | **4** | 5 | 20 | * Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.
 | **Y** |  | **12** |
| * Posters reinforce the need to wash hands regularly and frequently
 | **Y** |  |
| * School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.
 | **Y** |  |
| 24. Pupils’ behaviour on return to school does not comply with social distancing guidance | **3** | 5 | 15 | * Clear messaging to pupils on the importance and reasons for social distancing 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 and social stories.
 | **Y** |  | **12** |
| * Staff model social distancing consistently.
 | **Y** |  |
| * The movement of pupils around the school is minimised.
 | **Y** |  |
| * Large gatherings are avoided.
 | **Y** |  |
| * Break times and lunch times are structured to support social distancing and are closely supervised
 | **Y** |  |
| * The school’s behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.
 | **Y** |  |
| * Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.
 | **Y** |  |
| * Messages to parents reinforce the importance of social distancing.
 | **Y** |  |
| * Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations.
 | **Y** |  |
| * Arrangements for social distancing for pupils with SEN have been agreed and staff are clear on expectations.
 | **N** | This is in place for current SEN children in school but will need to reviewed for SEN children joining. |
| **D. Premises and Buildings** |
| 25. Risk that cleaning capacity is at a reduced level so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required | **4** | 5 | 20 | * A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.
 | **Y** | Two deep cleans in March and April. Additional one in May w/c 25th. | **12** |
| * An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.
 | **Y** |  |
| * Working hours for cleaning staff are increased
 | **Y** | Deep clean for rota classrooms every Wednesday morning and Friday pm. |
| 26. The use of fabric chairs may increase the risk of the virus spreading | **3** | 4 | 12 | * Take fabric chairs out of use where possible.
 | **Y** |  | **9** |
| * Where that is not possible then ensure chairs are limited to single person use.
 | **Y** |  |
| 27. Queues for toilets and handwashing risk non-compliance with social distancing measures | **4** | 5 | 20 | * Queuing zones for toilets and hand washing have been established and are monitored.
 | **Y** |  | **12** |
| * Floor markings are in place to enable social distancing.
 | **Y** |  |
| * Pupils know that they can only use the toilet one at a time.
 | **Y** |  |
| * Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.
 | **Y** |  |
| * The toilets are cleaned frequently.
 | **Y** |  |
| * Monitoring ensures a constant supply of soap and paper towels
 | **Y** |  |
| * Bins are emptied regularly.
 | **Y** |  |
| * Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.
 | **Y** |  |
| 28. Fire procedures are not appropriate to cover new arrangements | **4** | 3 | 12 | * Fire procedures have been reviewed and revised where required, due to:
	+ Reduced numbers of pupils/staff
	+ The need to apply social distancing rules during evacuation and at muster points
	+ A possible need for additional muster point(s) to enable social distancing where possible
 | **Y** | Staff induction from 1st June  | **8** |
| * Staff and pupils have been briefed on any new evacuation procedures
 | **N** | From 1st June |
| * Incident controller and incident response team have been trained and briefed appropriately.
 | **Y** |  |
| 29. Fire evacuation drills - unable to apply social distancing effectively  | **4** | 4 | 16 | * Plans for fire evacuation drills are in place which are in line with social distancing measures.
 | **Y** |  | **12** |
| * Review Personal Emergency Evacuation Plans – responsibilities are assigned or reassigned according to available persons.
 |
| * Consider access route for teachers and pupils with mobility issues, as social distancing measures may not be possible during an emergency
 |
| 30. Fire marshals absent due to self-isolation | **4** | 3 | 12 | * An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.
 | **N** | From 1st June via staff briefing. | **8** |
| 31. All systems may not be operational | **3** | 2 | 6 | * Government guidance is being implemented where appropriate.
 | **Y** |  | **3** |
| * All systems have been recommissioned.
 | **Y** |  |
| 32. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown | **4** | 2 | 8 | * All statutory compliance is up to date.
 | **Y** | Air conditioning and fire extinguisher testing due to take place in June as usual. | **4** |
| * Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.
 | **Y** | (school building has been used throughout lockdown) |
| 33. Visitors to the site (including parents) add to the risk | **4** | 3 | 12 | * Signage giving routes, procedures and entrances to be followed.
 | **Y** |  | **8** |
| * Limit the external visitors to the school during school hours
 | **Y** |  |
| * Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.
 | **Y** |  |
| * 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).
 | **Y** |  |
| * Consider holding SEN meetings such as Annual Reviews ‘virtually’
 | **Y** |  |
| 34. Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control | **4** | 4 | 16 | * 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.
 | **Y** |  | **12** |
| * An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe
 | **Y** |  |
| * 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 social distancing is maintained at all times.
 | **Y** |  |
| * Temperature checks are carried out on arrival and before entering the school building
 | **Y** |  |
| * Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.
 | **Y** |  |
| * Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.
 | **Y** |  |
| * 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).
 | **Y** |  |
| **E. General** |
| 35. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances | **3** | 4 | 12 | * All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.
 | **N** | To be ready for 8th June. | **9** |
| * The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.  (LBB will issue guidance on this shortly)
 | **N** |  |
| * Staff, pupils, parents and governors have been briefed accordingly.
 | **N** | Discussed with all stakeholders via letters and meetings. Uploaded to website. |
| 36.Curriculum/Learning Environment |  |  |  | * Consider what activity is more difficult/ not possible to be undertaken with social distancing in place.
* Each activity should be risk assessed and should not be run unless the risks can be mitigated

 -PE -Practical lessons |  |  |  |
| * 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.
 |
| 37. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health | **4** | **4** | **16** | * Communications strategies for the following groups are in place:
	+ Staff
	+ Pupils
	+ Parents
	+ Governors/Trustees
	+ Local authority
	+ Health services
	+ Regional Schools Commissioner
	+ Professional associations
	+ Other partners
	+ Neighbouring schools/EY settings
	+ Highways department
 | **Y** |  | **12** |
| * Parents are communicated with to make sure they know:
	+ whether their child will be able to attend from the week commencing 1 June
	+ what protective steps you’re taking to make the school a low-risk place for their child
	+ what you need them to do (such as on drop off and collection)
* For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan
 | **Y** | Year 1 and Reception parents have said whether they intend to return children. Key worker and vulnerable provision to continue.Further letter with more detailed plans from 1st June. |
| 38. Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them | **4** | 4 | 16 | * Parents have been provided with clear guidance and this is reinforced on a regular basis.
 | **Y** |  | **12** |
| * Parents have been asked to make the school aware of pupils’ underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.
 | **Y** | Office staff to check list as year groups return. |
| * The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.
 | **Y** |  |
| * Schools have a regularly updated register of pupils with underlying health conditions.
 | **Y** |  |
| 39. 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 | 8 | * Access support from Barnet Educational Psychologists and CAMHS.
 | **Y** |  | **8** |
| * There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.
 | **Y** |  |
| * 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).
 | **Y** |  |
| * Resources/websites to support the mental health of pupils are provided.
 | **Y** |  |
| 40. 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** | 3 | 9 | * Staff are encouraged to focus on their wellbeing.
 | **Y** |  | **9** |
| * Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.
 | **Y** |  |
| * Staff briefings and training have included content on wellbeing
 | **Y** |  |
| * Staff unable to come to work due to shielding to be included in all communications.
 | **Y** |  |
| * Staff to be able to take PPA at home.
 | **Y** |  |
| * Staff briefings/training on wellbeing are provided.
 | **N** |  |
| * Staff have been signposted to useful websites and resources such as Qwell.
 | **Y** |  |
| 41. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements. | **2** | 4 | 8 | * The governing body continues to meet regularly via online platforms.
 | **Y** |  | **6** |
| * The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.
 | **Y** |  |
| * 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.
 | **N** |  |
| * Governor to carry out Health and Safety walk around before 8th June.
 | **N** |  |
| * Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.
 | **Y** |  |
| * 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.
 | **Y** |  |
| 42. Testing is not used effectively to help manage staffing levels and support staff wellbeing | **3** | **4** | **12** | * Guidance on getting tested has been published.
 | **Y** |  | **6** |
| * The guidance has been explained to staff
 | **Y** |  |
| * Post-testing support is available for staff.
 | **Y** |  |
| 43. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms | **4** | **4** | **16** | * Robust collection and monitoring of absence data, including tracking return to school dates, is in place.
 | **Y** |  | **16** |
| * Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.
 | **Y** | Further communication to year 1 and Reception parents and staff induction. |
| * Whole bubbles to self isolate in accordance with guidance if someone is suspected of Covid-19.
 | **Y** |  |
| * Follow guidance from the Public Health Team on duty Barnet.
 | **Y** |  |
| * Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically vulnerable** and **clinically extremely vulnerable** should these apply
 | **Y** | Further communication to year 1 and Reception parents and staff induction. |
| * A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority.
 | **N** | To be in place from 1st June. |
| 44. 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** | **4** | **16** | * 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.
 | **N** | To be communicated from 1st June before Reception and Year 1 return**.** | **12** |
| * This guidance has been explained to staff and pupils as part of the induction process.
 | **Y** | Reminder in handbook and in staff induction. |
| * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.
 | **Y** |  |
| 45. Staff, pupils and parents are not aware of the school’s procedures should there be a confirmed case of COVID-19 in the school | **4** | **4** | **16** | * 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.
 | **Y** | To be communicated again from 1st June before Reception and Year 1 return**.** | **12** |
| * This guidance has been explained to staff and pupils as part of the induction process.
 | **Y** | Reminder in handbook and in staff induction. |
| * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.
 | **Y** | Use of regular emails.  |
| 46. Staff, parents and carers are not aware of recommendations on transport to and from school | **4** | **4** | **16** | * 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).
 | **Y** | Most families live within 1 mile of school. | **12** |
| 47. The continued provision for vulnerable pupils and pupils of key workers. | **3** | **3** | * **9**
 |  | **Y** | Consider limiting places if demand is unsustainable.  | **9** |
| * Current provision to continue following liaison with parents of key workers and vulnerable children.
 |  |
| * Children in mixed year groups supervised/taught by class teachers and support staff
 | **Y** |
| * Where child has EHCP try to continue some involvement from ‘regular’ support staff.
 | **Y** |
| * The facility for full time attendance is available where required (even if peers are attending part time)
 | **Y** |
| * Arrangements are in place where supervision for children of key workers needs to be extended beyond the normal school day.
 | **Y** |
| * Arrangements in place to supervise the children of key workers and vulnerable children over the holiday periods in line with government guidance.
 |  |
| * SENCO/DSL to continue making contact with vulnerable children unable to come in.
 | **Y** |
| 48. Pupils will have fallen behind in their learning during school closures and achievement gaps with have widened. | **2** | **5** | **10** | * Teachers in EYFS and Year 1 will provide high quality learning opportunities (focusing on maths, reading, writing and social/wellbeing development). See guidance on the relaxation of National Curriculum expectations in the short term
 | **Y** | From 8th June. | **10** |
| * Home learning will continue for those children who are at home. Arrangements in Reception and Year 1 will change (offering 3 days a week online learning, parents unable or choosing not to send their children into school for their 2 days, will be directed to resources provided by Oak National Academy and BBC Bitesize)
 | **N** |
| * Plans for interventions for pupils who have fallen behind in their learning (September onwards)
 | **N** |
| 49. Time not given to usual preparations for new academic year in 2020/21 | **4** | **4** | **16** | * Staff recruitment for September 2020 completed.
 | **N** | One position to recruit for in September.  | **12** |
| * Ordering of resources
 | **N** |
| * Curriculum plan and timetables drafted.
 | **N** |
| 50. Pupils moving on to the next phase in their education do not feel prepared for the transition | **3** | **4** | **12** | * Regular communication with Year 6 parents and secondary schools to assist pupils with transition.
 | **Y** |  | **12** |
| * SENCO and Class teacher to attend virtual handover meetings
 | **Y** |
| * Communication with parents of new Reception children and nurseries
 | **Y** |
| * Consider adding new Reception pupils to Tapestry.
 | **N** |
| * Consider virtual tours for pupils and parents
 | **N** |
| 51. Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school. | **3** | **3** | **9** | * Contact the Government FSM provider - Edenred for assistance
 | **N** | Outstanding issues have been resolved. | **9** |
| * Consider providing vouchers via school budget.
 | **N** |
| 52. The costs of additional measure to address COVID-19 will place school in financial difficulties. | **4** | **4** | **16** | * Additional costs of COVID-19 related costs are being monitored.
* Online finance meetings to review this.
 | **Y** | Finance committee to meet in June. | 16 |
|  |