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

**SCHOOL NAME:**

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| **Member of Staff and Job Title:** | **Date of Assessment:** | **Date of Review:** | **Covered by this assessment:** |
| **Jude Deasey**  **Headteacher** | **01.06.2020** | **23.10.2020** | 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:**

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| **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’  Existing Risk Assessment for school phased re-opening | Covid19 Education and Skills Service Strategy (April 2020)  Education and Skills Service Recovery Planning support for schools (May 2020) | <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/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/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/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>  [Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe) |

**Risk matrix**

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| **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)** |
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| **A. Staffing Resources** | | | | | | | | |

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| 1. Risk that there are Insufficient staff to support all the pupils to be in school | **3** | 3 | 9 | * Audit staff availability | **Y** |  | **6** |
| * 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) | **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. Organise home learning (education off site) for pupils when not on the premises. |  | All children to be back in school. One child with an individual risk assessment. |
| * Ensure flexible and responsive use of teaching assistants | **Y** | By using year group bubbles, this will enable us to support children with EHCP/SEND. |
| * 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 | **Y** | All children will be supported with same adults in Sept. |
| * 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 | **Y** | Details in staff handbook and information provided on the website. |
| * 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) |  | Continue use of google classroom for homework to support easy switch in event of needing to switch to Home Learning. |
| 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 | 9 | * The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. | **Y** | Staff asked to provide this information. | **3** |
| * Full use is made of all qualified teachers. | **Y** | All classes to be taught by qualified teacher. |
| * Flexible and responsive use of teaching assistants to supervise classes is in place. | **Y** |  |
| * 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 | **Y** | Protocols shared in staff handbook. |
| * 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. | **Y** | No blended model unless there is a requirement for a class/year group to close due to COVID. |
| * Where possible, ensure pupils with SEND are prioritised to be in school. | **Y** | Support for SEND children is in place. |
| 3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers | **3** | 4 | 12 | * Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies. | **Y** | Maximise use of in school cover. | **9** |
| 3 | 9 | * Ensure visiting staff are aware of and adhere to distancing and hygiene measure and minimise contact to only pupils who need to be taught. | **Y** | Additional PPA cover teachers to be consulted on RA. | **6** |
| **3** | 4 | 12 | * Carry out individual risk assessments for all visiting teachers and ensure these are shared with the visitor. | **Y** | All staff have had opportunity to meet with Headteacher re Individual Risk Assessment. | **6** |
|  |  | * Peripatetic music teachers to have induction before starting teaching re procedures related to COVID. * Peripatetic music teachers to use assigned room bringing in only essential equipment. Have option of wearing a mask/face shield in accordance with their BEAT risk assessment. Children to bring themselves to the session according to the timetable provided to minimise the movement around school. Minimal equipment/furniture in the room. Windows to be kept open to maximise ventilation. * Clear register to be maintained by school so if child tests positive, member of BEAT can be contacted. This is kept with the Headteacher and Office Admin. |  | Room is prepared with essential furniture and checklist of procedures if a child becomes unwell.  1:1 lessons only. |  |
| 4. Risk of infection of **extremely clinically vulnerable** members of the household of a member of staff. | **4** | 4 | 16 | * 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 | **N** | All staff offered this opportunity. | **9** |
| 5. Risk of not covering essential functions (first-aid, DSL, SENCo). | **3** | 3 | 9 | * Provide cover for the role from within available staffing | **Y** |  | **3** |
| * Or remote support via another school in BELA partnership. | **Y** |  |
| * Ensure First Aid certificates are up to date (previously extended for 3 months) | **Y** | School Business Manager to coordinate plan for training by December 2020. |
| * 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. | **Y** | Medical room is fully stocked with PPE. |
| * Programme of training for additional staff in place (e.g. Safeguarding) | N | Safeguarding refresher in INSET 03.09.2020  AHT to be booked on in Autumn 2. |
| 6. Risks to health and safety because staff are not trained in new procedures. | **3** | 3 | 9 | * A revised staff handbook is issued to all staff prior to reopening. | Y | Shared with staff in September. | **6** |
| * Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include:   + Infection control   + Fire safety and evacuation procedures   + Constructive behaviour management   + Safeguarding   + Risk management | **Y** | Completed staff briefing in September 2020. |
| 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** | 4 | 16 | * 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. | **Y** | Carried out Autumn 1 | **6** |
| * 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 | **Y** | This was done in March, then June. Discussions were had in June with SENCO when planning for Sept. Reminders will be included in the staff handbook in September. |
| * 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 | **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** |  |
| * Current government guidance is being applied. | **Y** |  |

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

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| 8. Risk of transmission within the school building (this includes breakfast club and after school activities) | **3** | 4 | 12 | * 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. | **Y** | Year group bubbles implemented. | **6** |
| * Take account of the unique needs of individual pupils, including those with SEN and the youngest children in the school. * Pupils who have complex needs or who need close contact care: Their educational and care support should be provided as normal. | **Y** |  |
| * Classes remodelled to allow for adults to maintain a distance from each other/children were possible. | **Y** | Teachers have been involved in this process. |
| * Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate. | **Y** | Children in KS2 will have this arrangement. In KS1 this is not appropriate but children will be kept in small consistent groups when working at tables.  Teachers have been involved in this process. |
| * 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. | **Y** | Social stories to be altered for children where appropriate. These will be shared before the return to school if the child has not been in and revisited frequently. |
| * Clear signage displayed in classrooms promoting reduction of contacts and maximising distance | **Y** | Already in place. |
| * 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 | **Y** | By adopting a year group model this will be more sustainable and reduce the possible mixing of children and staff. |
| * 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. | **Y** |
|  |  |  | * 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. * Schools should consult the guidance produced for summer holiday childcare, available at [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) 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. * As with physical activity during the school day, contact sports should not take place. | Y | ASC and BC will work on a year group bubble model. Space and equipment will be grouped into bubbles.  Changes to the structure of bookings to keep the groups more consistent.  Very limited additiona clubs to take place in Autumn Term to maximise space available and reduce contacts. |
| 9. 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, sports hall to facilitate the reduction of contacts and maximise distance, minimising face to face contact | Y | Hall to be used by one class at a time.  Dining room to have a limited on number of pupils (70).  Children to only eat with their class. Tables labelled and cleaned between sittings. | **6** |
| * Large gatherings of more than one bubble should be avoided | Y | Assemblies to take place via video conferencing software. |
| * Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart. | Y | Playground and lunchtime rota spread out across spaces and times to create maximum distance between groups. |
| 10. Risks of transmission during use of the outdoor learning environment for young children | **3** | 4 | 12 | * Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces | **Y** | Continue approach since March. | **6** |
| * Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside | **Y** | Adult on duty to have hand sanitiser. Children to only access the toilets for their year group. |
| * Close down drinking fountains and make arrangements for individual water bottles for children | **Y** | System already in place to continue. Shared with parents. Water bottle station created in classes.  Spare paper cups available if there is a problem. |
| * Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances if shared between bubbles. | Y | Used on a weekly rota. |
| * Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam | Y | Already in place. Colour coded. |
| * Games and activities which allow children’s heart rate to raise and avoid the sharing of equipment are available | Y | Already in place. |
| * 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. | Y | Outside rota has two groups sharing outside space as a maximum. |
| * Where outside space must be shared arrangements for cleaning between bubbles are in place | **Y** | Only equipment used will be for specific year groups – this is coloured coded. No sharing of equipment. Cleaned frequently. |
| * Resources are limited to facilitate effective cleaning daily | Y | Already in place. |
| * 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 | **Y** | Only in Reception. Cleaning system already in place and has been since March. |
| * Consider the removal or covering of areas which are difficult to clean such as mailable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them | **Y** | System already in place and has been since March. |
| 11. Risk of staff having to move between groups | **4** | 4 | 16 | * 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. | Y | Where possible, this will be limited.  PPE offered. | **9** |
| 12. Risks of transmission due to movement around the school. | **4** | 4 | 16 | * Arrange for corridors to be one-way where possible | **Y** | System already in place and has been since March. | **8** |
| * Clear signage and markers for the youngest children | **Y** | System already in place and has been since March. |
| * Corridors are divided where feasible | **Y** | System already in place and has been since March. |
| * Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible | **Y** | System already in place and has been since March. |
| * Movement of pupils and staff around the school is minimised | **Y** | Children to access toilet but from outside doors only**.** Only access their toilet block.Change in system for how children ask to go to the toilet at breaktime/lunchtime. |
| * Pupils are reminded regularly of protocols for reduction of contacts and maximising distance | **Y** |  |
| * Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance | **Y** | There will be a greater expectation on staff to carry out playground duties as well as a reduction in number of children out at any one time. |
| 13. 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 where possible | **Y** | School already operates a ‘soft start’ approach for mornings.  Staggered end of the day already in place. | **12** |
| * Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces | **Y** |  |
| * Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council’s Highways Department | **Y** | Use Brookside South gate for Year 1 and 2 in the mornings.  Staggered use of other entrances at pick up to maximise social distancing. |
| * 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 | **Y** | Already in place. |
| * Unless essential, do not allow parent/carers to enter the buildings to drop off or collect children. If parents do need to enter the building ensure they have an understanding of the procedures in order to keep everyone safe. Do not allow gathering at the school gates to talk to other parents. | **Y** | Shared in the newsletter in September.  Small groups of Reception parents to be able to come in to settle new Reception children. |
| * 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 | **Y** |
| * Identify drop off and pick up waiting areas that can reduce contacts and maximise distance | **Y** | Communicated in newsletter and followed up by SLT. |
| * Extend gate/entrance opening times to prevent queueing |  | One way system for playground to encourage social distancing. |
| * Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes | **Y** | Videos sent to parents at the start of term. |
| * A plan is in place for managing the movement of people on arrival to avoid groups of people congregating | **Y** | Use of different entrances/exits. |
| * Floor markings visible to all to avoid queuing | **Y** | Already in place. |
| * Parents given advice on walking/cycling to school, avoiding public transport and minimising driving | **Y** | Shared in newsletter and website. Regular reminders. |
| * Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage | **Y** | Part of school practice. Reminders in the newsletter. |
| * Liaise with the council’s Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space | **N** |  |
| 14. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing. | **3** | 3 | 9 | * Advice to pupils and families on maintaining road safety procedures despite changes. | **Y** | Part of school practice. Reminders in the newsletter. | **6** |
| * For those that have to drive, advice on places they should and should not pick up, drop off and park. | **Y** | Part of school practice. Reminders in the newsletter. |
| 15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes | **3** | 4 | 12 | * Break and lunch times are staggered | Y |  | **6** |
| * External areas are designated for different groups | Y |  |
| * Pupils are reminded about the protocols of reduction of contacts and maximising distance before every break time | Y | To be included in staff handbook. |
| * Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support. | Y | Already school policy. |
| 16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes | **3** | 4 | 12 | * Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime | Y | To be included in staff handbook. | **9** |
| * 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. | Y | Hand sanitizer available in the dining room.  Children to wash their hands before going to eat lunch. |
| * Dining room areas and other spaces are configured to ensure the reduction of contacts and maximising distance measures are in place when the children eat. Where possible children will be front facing and facing the same direction i.e. not face to face. | **Y** | Number of children reduced. Cleaning between sittings.  Consistent year groupings. Children to sit in their class groups.  Changed the arrangements for how children receive cutlery, cups. |
| * Floor markings are clear to avoid queues and to reduce the risk of transmission by touching surfaces that are frequently touched. | **Y** | Already in place. |
| * 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 |  | No grab bags to ensure that hot food is appetising for children. Use of outside spaces weather permitting and some additional spaces for older children. |
| * If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not ‘share’ food | **Y** | Already in place. |
| * Eating areas are thoroughly cleaned after lunchtime | **Y** | Already in place. |
| 17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines | **4** | 4 | 16 | * 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 | **Y** | Limit on number of staff in staffroom at any one time.  Staggering of break and lunchtimes will help this.  Consider setting up additional staffroom during winter months to reduce the number of staff in the staff room at one time. | **8** |
| * Staff have been briefed on the use of these rooms | **Y** | Staff handbook. |
| 18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures | **3** | 4 | 16 | * Reduction of contacts and maximising distance provisions are in place for medical rooms | Y | Limit of number of people in medical room. | **6** |
| * Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged | **Y** | Already in place. |
| * PPE available if staff dealing with pupil with symptoms | **Y** | PPE available in medical room if needed. |
| * Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas | **Y** |  |
| 19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines | **3** | 4 | 12 | * Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school. | **Y** | Shared in newsletter. Drop off/collection box available outside the office. | **6** |
| * The maximising distance floor markings are clearly in place | **Y** | Only needed outside and in the dining room**.** |
| * Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty |  |  |
| * Non-essential visitors to school and deliveries are minimised | **Y** | Already in place. Where possible deliveries to take place outside of school hours or are left outside the building. |
| * Arrangements are in place for visitors to stay apart | **Y** | Already in place. |

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| **C. Hygiene and protective controls** | | | | | | | | |
| 20. Risk that reducing contacts and maximising distancing between those in school 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** | Already in place. Newsletter reminders to parents to practice over Summer. Signs in classrooms. | **9** |
| * Regular cleaning | **Y** | Additional cleaning of frequently touched surfaces during the day. |
| * Minimise contact and mixing (see above) | **Y** | Rotas to reduce contact.  One way system. |
| * See sections above re start and end of day arrangements, playtimes and break times | **Y** |  |
| 21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear. | **4** | 4 | 16 | * Testing of staff or pupils – if school has home testing kits - give to any symptomatic staff or pupil when they are sent home. If not, ensure the staff/parents/pupils know the process to get tested. | **Y** | Testing kits available if school unsure if parents will access testing system. | **12** |
| * Ensure that pupils, staff and other adults do not come into the school if they have [coronavirus (COVID-19) symptoms](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus), or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home | **Y** | Communicated via newsletter and staff briefings. |
| * Make arrangements to isolate anyone with symptoms and have clear guidance and protocols | **Y** | Already in place. Two isolation rooms will be available from September. |
| * PPE on hand. | **Y** | Medical room and isolation room. Gloves available in classrooms. |
| * Active engagement with NHS Test and Trace | **Y** | Clear communication to parents and staff. |
| 22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning | **4** | 5 | 20 | * 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. | Y | Each year group has own play equipment. All equipment is plastic to enable easy and regular cleaning. | **8** |
| 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** | Already in place. |
| * 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 | Sufficient stock which is regulary reviewed. Available in classrooms for easy access. |
| * Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources. | **Y** | Staff briefed. Marking policy will be reviewed in Autumn Term. |
| * Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom. | **Y** | In KS2 individual equipment packs will be provided. In KS1 system in place to limit the sharing to regular small groups. |
| * Teachers should make sure they wash their hands and surfaces, before and after handling pupils’ books | **Y** | Staff briefing. All classrooms have sink and available materials. |
| * 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. | **Y** | Already in place. Hand sanitiser is available next to all shared equipment. |
| * There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this | **Y** | Already shared but reminder in the newsletter in September. |
| 23. Risk of virus spreading because the school has insufficient materials and equipment | **4** | 4 | 16 | * Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms | **Y** |  | **8** |
| * Use of hand sanitisers at appropriate locations | **Y** | Already in place. Additional locations at entrance points for lunch in September. |
| * Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, | **Y** | Already in place. |
| * Bins to be double bagged and emptied | **Y** | Already in place. |
| * Disposable tissues to implement the ‘catch it, bin it, kill it’ approach in each classroom | **Y** | Already in place. |
| 24. 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** | Already in place. | **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 | **Y** | Already in place. |
| * Staff are reminded that the wearing of gloves is not a substitute for good handwashing | **Y** | In staff handbook |
| 25. 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** | All staff briefed again in September. Hand washing added to visual timetables. | **8** |
| * Posters reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class. | **Y** | See above. |
| * School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. | **Y** |  |
| 26. Pupils’ behaviour on return to school does not comply with reduction of contacts and maximising distance guidance | **3** | 4 | 12 | * 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. | **Y** | Communicated by class teachers.  Social stories in September. | **6** |
| * Staff model reducing contacts and maximising distance consistently. | **Y** |  |
| * The movement of pupils around the school is minimised. | **Y** | Reminders to staff in handbook. |
| * Large gatherings are avoided inc assemblies | **Y** | Already in place. |
| * Break times and lunch times are structured to support the reduction of contacts and maximising distance and are closely supervised |  |  |
| * 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. | **Y** | Arrangements already in place.  Policy to be revisited before September. |
| * Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed. | **Y** |  |
| * Messages to parents reinforce the importance of reduction of contacts and maximising distance | **Y** | Newsletter and Return to School Guide. |
| * Arrangements for younger primary school children have been agreed and staff are clear on expectations. | **Y** |  |
| * Arrangements for pupils with SEN have been agreed and staff are clear on expectations. | **Y** |  |
| **D. Premises and Buildings** | | | | | | | | |

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| 27. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required | **4** | 5 | 20 | * A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening. | **Y** | Deep clean took place in August. Plan in place for additional clean in light of positive case. | **12** |
| * An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include:   + more frequent cleaning of rooms / shared areas that are used by different groups   + frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach   + the regular cleaning of toilets | **Y** | Additional cleaning of frequently touched surfaces/toilets during the day. \*\*cleaning schedule in place\*\*  This will also be in place before After School Club**.** |
| * Working hours for cleaning staff are increased | Y | In place since March. |
| 28. 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 | Already in place. | **6** |
| * Where that is not possible then ensure chairs are limited to single person use. | Y | This is the case in the Office. |
| 29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures | **4** | 4 | 16 | * Follow DfE guidelines for number of pupils per toilet | Y |  | **8** |
| * Queuing zones for toilets and hand washing have been established and are monitored. | Y | Children to only use specific toilets and sinks. |
| * Floor markings are in place to enable reduction of contacts and maximising distance. | Y |  |
| * Pupils know that they can only use the toilet one at a time. | **Y** | Shared by staff with classes in September.  New system introduced for lunchtimes and breaktimes to ensure that this is the case. |
| * Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. | **Y** | Made clear to staff during INSET.  Also in Staff Handbook. |
| * The toilets are cleaned frequently as laid out in the enhanced cleaning schedule | **Y** | Additional clean during the day. |
| * Monitoring ensures a constant supply of soap and paper towels | **Y** | Already in place. |
| * Bins are emptied regularly. | **Y** | Already in place. |
| * Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. | **Y** | Already in place. |
| 30. Fire procedures are not appropriate to cover new arrangements | **4** | 4 | 16 | * Fire procedures have been reviewed and revised where required, due to:   + Reduced numbers of pupils/staff   + Possible absence of fire marshals   + The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points   + A possible need for additional muster point(s) to enable reduction of contacts and maximising distance where possible | **Y** | No need for additional points.  New plan to be shared with staff in September**.**  **Test week commencing 4th November.** | **4** |
| * Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities) | N | Shared in September. |
| * Incident controller and fire marshals have been trained and briefed appropriately. | **Y** |  |
| 31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively | **4** | 4 | 16 | * 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 | **Y** | **Test week commencing 4th November 2020.** | **8** |
| * Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons. |
| * Consider access route for teachers and pupils with mobility issues, as reduction of contacts and maximising distance measures may not be possible during an emergency |
| 32. 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. | **Y** | Already in place. | **8** |
| 33. All systems may not be operational | **3** | 4 | 12 | * Government guidance is being implemented where appropriate, see following link:   https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown | **Y** |  | **6** |
| * All systems have been recommissioned including:   Water systems (particularly legionella testing and controls in place)  Electrical and gas safety checks  Emergency escapes, lighting and fire detection systems  Security systems  Lifts and escalators  Heating  Ventilation systems | **Y** |  |
| 34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown | **4** | 4 | 16 | * All statutory compliance is up to date. | **Y** |  |
| * Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. * The following guidance has been followed where appropriate: <https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm> | **Y** | n/a | **8** |
| 35. Lack of good ventilation means that there is risk of transmission | **4** | 4 | 16 | * Ensure good ventilation in classrooms and common areas e.g. through opening a window | **Y** | Shared with staff. | **8** |
| * Follow guidance in the following link: * [air conditioning and ventilation during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm). |
| 36. Visitors to the site (including parents) add to the risk | **4** | 4 | 16 | * Signage giving routes, procedures, entrances and exits to be followed. | **Y** | In place. | **8** |
| * Limit the external visitors to the school during school hours | **Y** | Only therapists to be permitted in September. |
| * Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer. | **Y** | Already in place |
| * 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** | Already in place. |
| * Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings ‘virtually’ | **Y** | Already in place. |
| 37. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control | **4** | 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** | Already in place. | **8** |
| * An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe | **Y** | Already in place. |
| * 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. | **Y** | Already in place. |
| * 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. | **Y** | Already in place. |
| * Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed. | **Y** | Already in place. |
| * 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** | Already in place.  Temperature taking on arrival for these contractors, risk assessment to be followed and checked, toilets and other shared spaces to be cleaned afterwards. |

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| **E. General** | | | | | | | | |
| 38. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances | **3** | 4 | 12 | * All relevant policies have been revised to take account of government guidance on the system of controls: protective measures regarding COVID-19 and its implications for the school. | **Y** | Already in place. To be reviewed before restart in September. | **9** |
| * The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure. | **Y** |  |
| * Staff, pupils, parents and governors have been briefed accordingly. | **Y** |  |
| 39.Curriculum/  Learning Environment | **3** | 3 | 9 | * Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place. * Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.: * 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. * In music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies. | **Y** | PE in place. Where possible, it will take place outside. If it does take place in doors, ensure ventilation of space as per Gov. guidance.  Music to be in consistent groups of 15. Use studio to ensure there can be distance between staff and students.  Year group meetings to agree what is appropriate.  Regularly review in line with latest advice from DCMS.  Music lessons to restart in line with BEAT risk assessment. | 6 |
| * 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. |
| 40. 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 (inc staff at breakfast club and after school activities)   + Pupils   + Parents   + Governors/Trustees   + Local authority   + Health services   + Regional Schools Commissioner   + Professional associations   + Other partners   + Neighbouring schools/EY settings   + Highways department | **Y** | Risk Assessment to be shared with relevant stakeholders. | **8** |
| * Parents are communicated with to make sure they know:   + whether their child will be able to attend 3rd September   + 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** | Information sent in Newsletters.  Return to School guide will be sent in August.  SENCo has spoken to all pupils with SEN who have not attended school during this period about reintegration. |
| 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** | 3 | 12 | * School is aware of current guidelines for shielding | **Y** |  | **8** |
| * Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis. | **Y** | Shared in newsletter. |
| * 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. | **Y** | Only one parent made contact. |
| * Schools have a regularly updated register of pupils with underlying health conditions. | **Y** | Reviewed in September. |
| * Staff are available to ensure pupils at home continue to be provided with remote education | **Y** | If needed. |
| 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 | 8 | * There are sufficient numbers of trained staff available to support pupils with mental health issues. | **Y** | Staff attended Emotions Coaching Training, Anxiety, Returning to the New Normal and Zones of Regulation training. | **6** |
| * 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** | Engage with Wellbeing for Education Return programme. |
| * Resources/websites to support the mental health of pupils are provided. | **Y** | Information in newsletter. |
| 43. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general | **3** | 3 | 9 | * Staff are encouraged to focus on their wellbeing. | **Y** | Governing Body and SLT are reviewing additional well being measures for Autumn Term to maintain morale. | **9** |
| * Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. | **Y** | Already in place. |
| * Staff briefings and training have included content on wellbeing | **Y** | Already in place. |
| * Staff briefings/training on wellbeing are provided. | **Y** | Already in place. |
| * Staff have been signposted to useful websites and resources. | **Y** | Already in place. |
| 44. 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** | Already in place.  Meetings scheduled for Autumn Term are all virtual. | **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. | **Y** |  |
| * 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** | Consider the reshaping of Governing Committees. |
| 45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing | **3** | **3** | **9** | * Guidance on test and trace has been published. | **Y** | Staff Handbook updated with latest guidance. | **6** |
| * The guidance has been explained to staff | **Y** |  |
| * Post-testing and tracing support is available for staff. | **Y** |  |
| 46. 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** | Revised office procedures from September. | **12** |
| * Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of test and trace for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. | **Y** | Already in place. |
| * 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** | Shared in newsletter. |
| * A record of any COVID-19 symptoms in staff or pupils is reported to the local authority and, in the case of academies, the trust | **Y** |  |
| 47. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school’s procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 | **4** | **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. | **Y** | Via newsletter and on website. | **8** |
| * This guidance has been explained to staff and pupils as part of the induction process. | **Y** | To be revisited in September. |
| * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | **Y** |  |
| 48. Staff, pupils and parents are not aware of the school’s procedures should there be a confirmed case of COVID-19 in the school including test and trace | **4** | **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** | Newsletter and handbook. | **8** |
| * This guidance has been explained to staff and pupils as part of the induction process. | **Y** | September refresher. |
| * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | **Y** | Weekly emails. |
| 49. 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). * Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures | **Y** | Shared via newsletter. | **8** |