

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

SCHOOL NAME:Independent Jewish Day School

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Jodi Schajer; Headteacher	7th July	15th January 2021	Staff, pupils, parents, visitors, volunteers, contractors

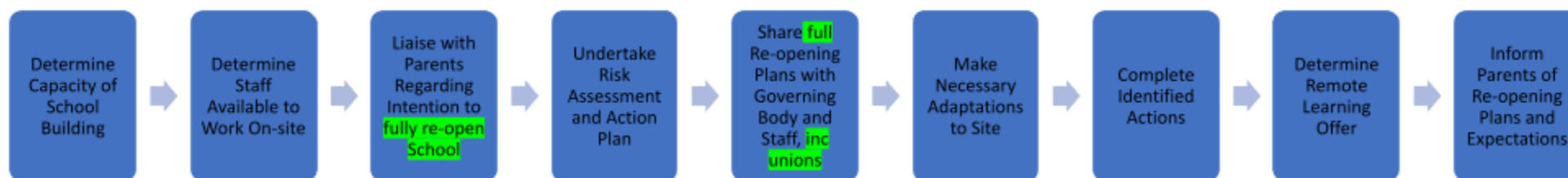
Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the full re-opening of the school and ensure the school continues to operate in a safe way. This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Other Related Documents:

Relevant Existing Policies	Local Authority/Trust documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2012 The Health Protection (Notification) Regulations 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' Existing Risk Assessment for school phased re-opening	Covid19 Education and Skills Service Strategy (April 2020) Education and Skills Service Recovery Planning support for schools (May 2020)	From January 2021 Restricting Attendance During National Lockdown. Education and childcare settings - national lockdown from 5 January 2021 Actions for Child Care Providers What to do if a child is displaying symptoms of Corona



Suggested Steps of Re-opening Preparation:

Risk matrix

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

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
A. Staffing Resources							

1. Risk that there are Insufficient staff to support all the pupils to be in school	4	3	12	• Audit staff availability	Y	4 teachers unable to attend work, 1 unable to teach. 3 support staff unable to attend work; 2 unable to work remotely	
				• Establish how many and which staff will be available, through RAG rating (extremely	Y	As above	

				critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments where appropriate (see guidance distributed previously)			
				<ul style="list-style-type: none"> 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. 	Y	Each year group of critical worker children and vulnerable has a member of staff who is both teaching on line as well as supervising in school.	
				<ul style="list-style-type: none"> Ensure flexible and responsive use of teaching assistants 	Y	TAs are supervising and teaching on the school premises and remotely.	
				<ul style="list-style-type: none"> 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	LSAs are all attending school provision working with the children with SEND.	
				<ul style="list-style-type: none"> 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	Staff are aware of track and trace and will isolate when directed. If staff are unable to supervise a class group, it will close.	
				<ul style="list-style-type: none"> 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) 	Y	With a view to teacher workload and numbers of available staff, staff are delivering live lessons on line at the same time as supervising in school provision.	
2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate	4	3	12	<ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. 	Y	Staff are in touch regularly with regards to those guarding. Staff deployment is planned, however can change daily as the virus takes hold amongst staff and	

effective home learning.						numbers attending school remain high.	
				<ul style="list-style-type: none"> Full use is made of all qualified teachers. 	Y	All year groups have qualified teachers leading the teaching & learning.	
				<ul style="list-style-type: none"> Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. 	Y	TAs are supervising classes in the absence of teachers, and delivering on line provision.	
				<ul style="list-style-type: none"> 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	Test and trace posters displayed throughout school. Staff deployment decided by SLT if needed.	
				<ul style="list-style-type: none"> 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	Government guidelines are ambiguous. Vulnerable children and EHCP clearly identified. Critical Workers to apply for places, with evidence of work schedule.	
				<ul style="list-style-type: none"> Where possible, ensure pupils with SEND are prioritised to be in school, -. 	Y	Priority to those identified as vulnerable already given.	
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	3	3	9	<ul style="list-style-type: none"> Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies. 	Y	Supply booked for one class, on a longer contact than daily.	
				<ul style="list-style-type: none"> Ensure visiting staff are aware of and adhere to distancing and hygiene measures and minimise contact to only pupils who need to be taught. Peripatetic teachers; music, PE, etc to teach in our school on a designated day only, with social distance, additional hygiene and increased cleaning in place. 	Y	All staff teach from a 2m distance in class. No visitors allowed in school at the moment. No peripatetic teachers allowed. Music, singing, PE not taking place. Increased face, space, hands awareness through posters.	

				<ul style="list-style-type: none"> Carry out individual risk assessments for all visiting teachers and ensure these are shared with the visitor. 	Y	Visitors kept to a minimum. All visitors subject to a pre-visit check and school own track and trace form to be completed in advance.	
4. Risk of infection of extremely clinically vulnerable members of the household of a member of staff.	3	2	6	<ul style="list-style-type: none"> 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 	Y	Shielding in place for those with concerns. Enhanced cleaning in place. Additional safety measures in place. Visitors and masks distributed to all staff, masks to be worn in communal areas, set seats for children at all times, minimal use of hall, no shared areas.	
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	3	9	<ul style="list-style-type: none"> Provide cover for the role from within available staffing 	Y	Staff are working in school.	
				<ul style="list-style-type: none"> Or remote support via another school, Academy Trust or the LA 	Y	Full details of LA support available.	
				<ul style="list-style-type: none"> Ensure First Aid certificates are up to date (previously extended for 3 months) 	Y	All updated January 2020	
				<ul style="list-style-type: none"> 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	Separate first aid area, with PPE and ability to keep child away from others.	
				<ul style="list-style-type: none"> Programme of training for additional staff in place (e.g. Safeguarding) 	Y	All staff updated on KCSIE 2020.	
6. Risks to health and safety because staff are not trained in new procedures.	3	2	6	<ul style="list-style-type: none"> A revised staff handbook is issued to all staff prior to reopening. 	Y	Staff INSET 4th January covered all enhanced protective measures in place.	
				<ul style="list-style-type: none"> Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include: 	Y	4th January 2021 to staff and to all pupils attending	

				<ul style="list-style-type: none"> ○ Infection control ○ Fire safety and evacuation procedures ○ Constructive behaviour management ○ Safeguarding ○ Risk management 		the school site. Signage around school.	
7. Risk that staff who are extremely critically vulnerable are not identified and so measures have not been put in place to protect them.	3	2	6	<ul style="list-style-type: none"> ● 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	All CEV staff to work remotely, All staff to identify any medical concerns that they may have and individual risk assessments to take place prior to opening.	
				<ul style="list-style-type: none"> ● 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	All kept in confidential HR files for duration of Covid-19 only.	
				<ul style="list-style-type: none"> ● 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	All identified staff have sought medical advice and arrangements in place accordingly.	
				<ul style="list-style-type: none"> ● 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	As above	
				<ul style="list-style-type: none"> ● Current government guidance is being applied. 	Y	All guidance followed in terms of social distancing, handwashing, following test and trace. Additional guidance for staff includes	

						wearing masks indoors when moving throughout the school, restricting movements around school, closure of staff room and shared areas...	
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B. Teaching Spaces, the Learning and School Environment

8. Risk of transmission within the school building (this includes breakfast club and after school activities)	4	3	12	<ul style="list-style-type: none"> 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	Numbers attending school to be kept to a minimum. The maximum that space allows in each class differs and is dependent on the staff available and the ventilation available alongside the teaching resources.	
				<ul style="list-style-type: none"> 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	Risk assessments completed for all with SEND and complex needs. Children will either attend school if this is in their best interests, or receive educational care and support within the home.	
				<ul style="list-style-type: none"> Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children. 	Y	Classes remodelled with 2m exclusion zones for staff identified and marked.	
				<ul style="list-style-type: none"> Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate. 	Y	All pupils attending school to be seated at a named place, at individual desks, at least 1m apart, forward facing, without sharing.	
				<ul style="list-style-type: none"> Protocols around reduction of contacts and maximising distance shared with pupils. These 	Y	Each year group has own labelled play space, each	

				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.		child has named resource tray at their seat to minimise contacts during the day. Children remain in named seat for lunch, or use set place in dining room for younger children. Coat pegs are not used as too crowded. Masks and visors provided for staff. Each year group has set toilet..	
				<ul style="list-style-type: none"> • Clear signage displayed in classrooms promoting reduction of contacts and maximising distance 	Y	Clear signage around school	
				<ul style="list-style-type: none"> • 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	Bubble model as mentioned above. Staff to remain consistent. Specialist teachers to maintain distance and enhanced hygiene. All specified in staff training May 2020, July 2020 and behaviour code during Covid-19. Updated January 2021.	
				<ul style="list-style-type: none"> • 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		
				<ul style="list-style-type: none"> • For breakfast and after school clubs schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. • If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups • Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning 	Y	Not taking place during lockdown.	

				<p>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.</p> <ul style="list-style-type: none"> As with physical activity during the school day, contact sports should not take place. 			
9. Risk of transmission in large spaces used as classrooms/teaching spaces	4	3	12	<ul style="list-style-type: none"> 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	Set places for one sitting in hall only, with minimum numbers attending school. Lunch is served to children who remain seated, by a named MTS for that group only.	
				<ul style="list-style-type: none"> Large gatherings of more than one bubble should be avoided 	Y	No gatherings are taking place.	
				<ul style="list-style-type: none"> Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart. 	Y	No shared rooms, reduction of contacts as all movement takes place outside the school, using a one way system.	
10. Risks of transmission during use of the outdoor learning environment for young children	4	3	12	<ul style="list-style-type: none"> Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces 	Y	<p>Numbers attending Reception and key Stage One are kept to an absolute minimum.</p> <p>Nursery is open for all; no distancing measures in place, but enhanced cleaning and reduction in use of toys and transferrables.</p>	

				<ul style="list-style-type: none"> • Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside 	Y	handwashing is not available outside, but children wash before going out and in entry. Bins available. Children all have access to sinks inside as needed. Sanitiser is available for adults bringing to Nursery. Masks must be worn on premises and parents to keep social distancing.	
				<ul style="list-style-type: none"> • Close down drinking fountains and make arrangements for individual water bottles for children 	Y	Took place in March, communicated to parents in March & June 2020 and included in Behaviour Code Covid-19 policy.	
				<ul style="list-style-type: none"> • Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances if shared between bubbles. 	Y	Equipment is closed until further notice.	
				<ul style="list-style-type: none"> • Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam 	Y	All equipment has been evaluated and changed accordingly from June 2020	
				<ul style="list-style-type: none"> • Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available 	Y	School is closed apart from remote learning and Critical workers provision. PE takes place at home.	
				<ul style="list-style-type: none"> • 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	In place throughout the playground and school since June 2020.	
				<ul style="list-style-type: none"> • Where outside space must be shared arrangements for cleaning between bubbles are in place 	Y	Any groups that need to share, undertake additional cleaning and hygiene practices.	

				<ul style="list-style-type: none"> Resources are limited to facilitate effective cleaning daily 	Y	Currently built into daily enhanced cleaning.	
				<ul style="list-style-type: none"> 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	Children encouraged to bring own scooters and bikes for use.	
				<ul style="list-style-type: none"> 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	Difficult to clean resources have been removed. Absorbent resources are used by individual children and then replaced, eg chalk, playdough.	
11. Risk of staff having to move between groups	3	3	9	<ul style="list-style-type: none"> 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	All staff are aware of maintaining social distance in class and between each other. Training May 2020, July 2020, September 2020, January 2021	
12. Risks of transmission due to movement around the school.	3	3	9	<ul style="list-style-type: none"> Arrange for corridors to be one-way where possible 	Y	Most movement is outside	
				<ul style="list-style-type: none"> Clear signage and markers for the youngest children 	Y	All signposted March 2020, updated June 2020, September 2020, January 2021	
				<ul style="list-style-type: none"> Corridors are divided where feasible 	N	Not necessary in school as internal corridors not used.	
				<ul style="list-style-type: none"> Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible 	Y	Staggered entry and exits managed carefully by all staff. Updated staggering September 2020.	
				<ul style="list-style-type: none"> Movement of pupils and staff around the school is minimised 	Y	Each bubble has a staff area, to reduce movement throughout school. Each	

						bubble has use of own clearly labelled toilet.	
				<ul style="list-style-type: none"> Pupils are reminded regularly of protocols for reduction of contacts and maximising distance 	Y	Daily in each bubble. Posters around school updated Jan 2021	
				<ul style="list-style-type: none"> Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance 	Y	Supervision takes place within each bubble by staff from that bubble. Staff have updated the list Jan 2021.	
13. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	3	3	9	<ul style="list-style-type: none"> Start and departure times are staggered where possible 	Y	Start and end of day managed carefully to reduce transmission. Staggering reviewed Oct 2020 and Jan 2021.	
				<ul style="list-style-type: none"> Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces 	Y	All procedures checked and communicated to parents. Parents expected to comply for everyone's safety.	
				<ul style="list-style-type: none"> Stagger time for SEN Transport drop offs and pick ups 	Y	All children with SEND have individual risk assessment to include arriving at school. Parents need to comply.	
				<ul style="list-style-type: none"> Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department 	Y	One-way system in place, using all gates.	
				<ul style="list-style-type: none"> 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	In place since March 2020. Reviewed September 2020, soft start, children go directly to classroom to wash hands on arrival.	
				<ul style="list-style-type: none"> 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 	Y	Communicated to parents May 2020, Sept 2020,	

				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.		Nursery parents only and is socially distanced.	
				<ul style="list-style-type: none"> 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	Transition programme for new starters in January 2021..	
				<ul style="list-style-type: none"> Identify drop off and pick up waiting areas that can reduce contacts and maximise distance 	Y	All clearly marked.	
				<ul style="list-style-type: none"> Extend gate/entrance opening times to prevent queueing 	Y	Soft start introduced Sept 2020 to enable free flow at gate and prevent queueing.	
				<ul style="list-style-type: none"> Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes 	Y	All communicated to parents, May 2020, June 2020, July 2020 and signposted.	
				<ul style="list-style-type: none"> A plan is in place for managing the movement of people on arrival to avoid groups of people congregatingAdvice updated June 2020 as more pupils return to school. 	Y	Plan in place since March 2020, updated June 2020, Sept 2020, November 2020 as further lockdown introduced.	
				<ul style="list-style-type: none"> Floor markings visible to all to avoid queuing 	Y	Regularly re-applied and clear,	
				<ul style="list-style-type: none"> Parents given advice on walking/cycling to school, avoiding public transport and minimising driving 	N	Parents and families do not travel to school using public transport.	
				<ul style="list-style-type: none"> Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage 	Y	Updated storage information sent to parents June 2020 and September 2020.	
				<ul style="list-style-type: none"> 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	N/A	

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.	1	2	2	• Advice to pupils and families on maintaining road safety procedures despite changes.	Y	Pupils trained on road safety June 2020.	
				• For those that have to drive, advice on places they should and should not pick up, drop off and park.	N	N/A	
				• Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.	N	N/A	
				• Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.	Y	Crossing in use, and parent patrol in place Sept 2020	
				• Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc.	N	N/A	
				• Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required.	N	N/A	
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	3	9	• Break and lunch times are staggered	Y	Use of dining room is for minimum number of children , in specific zones, on named seats.	
				• External areas are designated for different groups For Secondary	Y	Clear labelled zones	
				• Outside spaces are used by one bubble at a time or space is divided with clear demarcations			
				• Pupils are reminded about the protocols of reduction of contacts and maximising distance before every break time	Y	Sept 2020, pupils wear coloured bands to match their areas, and reminding of space.	
				• Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.	Y	Every bubble has individual supervision by staff who know them best.	

						Each bubble has own MTS.	
16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	3	3	9	<ul style="list-style-type: none"> Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime 	Y	As previously mentioned	
				<ul style="list-style-type: none"> 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	As previously mentioned	
				<ul style="list-style-type: none"> 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	As previously mentioned	
				<ul style="list-style-type: none"> Floor markings are clear to avoid queues 	Y	No queues to take place, all food to be plated and served at tables.	
				<ul style="list-style-type: none"> 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	KS2 pupils and Nursery attending CW provision eat in classrooms at named spaces.	
				<ul style="list-style-type: none"> If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food 	Y	Behaviour Code for Covid-19 May 2020 specifies no sharing of anything.	
				<ul style="list-style-type: none"> Eating areas are thoroughly cleaned after lunchtime 	Y	Lunch time cleaning team following a wet clean routine and all children sit in named places. Toilets all cleaned at lunch time and bins emptied Jan 2021.	
17. Staff rooms and offices do not allow for observation of reduction of contacts	2	2	4	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for 	Y	No staff room.	

and maximising distance guidelines				the reduction of contacts and maximising distance			
				<ul style="list-style-type: none"> Staff have been briefed on the use of these rooms 	Y	Staff training May 2020, July 2020, Jan 2021	
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	2	6	<ul style="list-style-type: none"> Reduction of contacts and maximising distance provisions are in place for medical rooms Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged PPE available if staff dealing with pupil with symptoms Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas 	Y	In place since May 2020, updated Jan 2021	
					Y	Designated first aid stations in place on main floor.	
					Y	PPE available in main first aid room and for staff working with identified children.	
					Y	Caretaker on site to carry out cleaning during the day.	
19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	2	6	<ul style="list-style-type: none"> 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. The maximising distance floor markings are clearly in place 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 Arrangements are in place for visitors to stay apart 	Y	All arrangements communicated to parents, May 2020 & July 2020. Parents not allowed on site Janu 2021.	
					Y	Floor markings in place alongside posters since May 2020, updated Sept 2020, Jan 2021	
					Y	Protocols all communicated to security and reception staff May 2020, Sept 2020, Jan 2021	
					Y	Only urgent deliveries allowed, with clear protocols in place using a caretaker to arrange.	
					Y	Visitors are managed by appointment only,	

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	2	6	• Ensure frequent hand cleaning and good respiratory hygiene practices	Y	Additional soap, washing up liquid, paper towels, bins and sinks available.	
				• Regular cleaning	Y	Takes place daily and over the weekend.	
				• Minimise contact and mixing (see above)	Y	Controlled access and exit with clear routes throughout school, staggered and minimal use of shared spaces,	
				• See sections above re start and end of day arrangements, playtimes and break times	Y	As above	
21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	3	3	9	• 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	Staff have option to use lateral flow tests twice a week to check if they carry the virus while being asymptomatic. Dedicated covid reporting email address at school alongside named Covid Coordinator.	
				• Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms , or have tested positive in the last 10 days , and ensuring anyone developing those symptoms during the school day is sent home	Y	In Covid-19 conduct of behaviour, reminders sent to parents in behaviour code, May 2020 & July 2020, January 2021.	
				• Make arrangements to isolate anyone with symptoms and have clear guidance and protocols	Y	Medical protocols in place to isolate suspected cases, May 2020, reviewed Sept 2020.	
				• PPE on hand.	Y	Available in medical areas/	
				• Active engagement with NHS Test and Trace	Y	Posters displayed around staff areas.	

22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	3	2	6	<ul style="list-style-type: none"> 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	Only essential learning resources are used by limited numbers of pupils at a time in the younger years, with cleaning built into tidying up routines.	
				Establish arrangements for all frequently touched surfaces and equipment e.g. <ul style="list-style-type: none"> door handles handrails tabletops play equipment toys electronic devices (such as phones) specialist equipment, including equipment used by pupils with SEN 	Y	Daily cleaning takes place of all frequently touched surfaces.	
				<ul style="list-style-type: none"> 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	Fairy washing up liquid with fat destroying properties used as well as anti-bacterial cleaner and soap.	
				<ul style="list-style-type: none"> Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources. 	Y	Resources are not taken home by staff. Reading books are online.	
				<ul style="list-style-type: none"> Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom. 	Y	Pupils are using own pencil case equipment without sharing. Shared resources, eg for Science / Maths are cleaned between use, children wash hands and resources left unused for 48 hours.	
				<ul style="list-style-type: none"> Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books 	Y	Children to wash hands before lessons, staff before handling, books not to be passed around.	

				<ul style="list-style-type: none"> 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	Antibacterial wipes available to wipe shared surfaces, such as photocopier and computer mouse.	
				<ul style="list-style-type: none"> 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	May 2020, parents advised to launder daily. From July 2020 not necessary but hygiene and cleanliness still important. Full uniform expected and it is all easy care. Additional jumpers and leggings allowed due to increased ventilation.	
23. Risk of virus spreading because the school has insufficient materials and equipment	2	2	4	<ul style="list-style-type: none"> Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms 	Y	Supplies ordered and stored, March 2020, May 2020, July 2020, Sept 2020. When supplies are delayed, Barnet can be contacted.	
				<ul style="list-style-type: none"> Use of hand sanitisers at appropriate locations 	Y	Not used, but soap and washing up liquid in every location	
				<ul style="list-style-type: none"> Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, 	Y	Multiple bins available in all rooms, emptied throughout the school day.	
				<ul style="list-style-type: none"> Bins to be double bagged and emptied 	Y	All bins emptied and disposed of accordingly.	
				<ul style="list-style-type: none"> Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom 	Y	Tissues available and children also encouraged to bring their own. In Covid-19 Code of Conduct May 2020.	
24. Provision and use of PPE for staff where required is not in line	2	2	4	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. 	Y	May 2020, staff training covered use of PPE as not appropriate in school.	

with government guidelines				<ul style="list-style-type: none"> 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	Those who use PPE have been advised on usage in staff training May 2020, July 2020 Jan 2021, staff issued with visors and told to wear masks in any communal areas.	
				<ul style="list-style-type: none"> Staff are reminded that the wearing of gloves is not a substitute for good handwashing 	Y	May 2020 & July 2020	
25. Pupils forget to wash their hands regularly and frequently	3	2	6	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. 	Y	May 2020 & July 2020, Sept 2020, Jan 2021.	
				<ul style="list-style-type: none"> Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class. 	Y	March 2020 posters displayed throughout school. Updated Sept 2020, Jan 2021.	
				<ul style="list-style-type: none"> School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Y	Teaching staff supervise the handwashing Jan 2021.	
26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	3	3	9	<ul style="list-style-type: none"> 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	All children taught about procedures on return to school from March 2020. Behaviour code sent to parents May 2020 to encourage discussions with children. Staff model throughout school. Parents reminded in regular newsletters. Updated Sept 2020, Jan 2021	
				<ul style="list-style-type: none"> Staff model reducing contacts and maximising distance consistently. 	Y	As above	
				<ul style="list-style-type: none"> The movement of pupils around the school is minimised. 	Y	Minimal movement around the building.	

				<ul style="list-style-type: none"> Large gatherings are avoided inc assemblies 	Y	Assemblies not taking place unless virtual.	
				<ul style="list-style-type: none"> Break times and lunch times are structured to support the reduction of contacts and maximising distance and are closely supervised 	Y	Staggered times throughout the day. supervision takes place within each bubble, reminders of distance.	
				<ul style="list-style-type: none"> 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	Parents are informed anytime a child might not follow rules and are encouraged to discuss at home. Children who deliberately break rules are separated from the bubble and taken somewhere separate to go through social stories. Jan 2021, rule breakers will be excluded.	
				<ul style="list-style-type: none"> Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed. 	Y	SLT discuss review findings weekly.	
				<ul style="list-style-type: none"> Messages to parents reinforce the importance of reduction of contacts and maximising distance 	Y	Reminders sent in newsletters regularly as well as posters displayed.	
				<ul style="list-style-type: none"> Arrangements for younger primary school children have been agreed and staff are clear on expectations. 	Y	Staff training May 2020 & July 2020.Sept 2020, Jan 2021.	
				<ul style="list-style-type: none"> Arrangements for pupils with SEN have been agreed and staff are clear on expectations. 	Y	Risk assessments shared with staff and parents May 2020 Further reminders in July 2020, Sept 2020, Jan 2021.	
D. Premises and Buildings							

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	3	3	9	<ul style="list-style-type: none"> A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening. 	Y	Agreed prior to opening for more pupils May 2020.updated Sept 2020, Jan 2021.	
				<ul style="list-style-type: none"> An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include: <ul style="list-style-type: none"> 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 		Enhanced cleaning in place, following Dfe guidance. Toilets cleaned during the school day.	
				<ul style="list-style-type: none"> Working hours for cleaning staff are increased 	Y	Additional cleaning hours during the week .	
28. The use of fabric chairs may increase the risk of the virus spreading	2	2	4	<ul style="list-style-type: none"> Take fabric chairs out of use where possible. 	Y	Fabric chairs have been removed as far as possible.	
				<ul style="list-style-type: none"> Where that is not possible then ensure chairs are limited to single person use. 	Y	Remaining chairs are named for each member of staff.	
29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	2	3	6	<ul style="list-style-type: none"> Follow DfE guidelines for number of pupils per toilet 	Y	Each bubble has use of own toilet, clearly signposted. Staff bubbles use specified toilets with cleaning wipes available for use in between.	
				<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. 	Y	Children use toilets one at a time, throughout the day. Sinks available in each classroom in addition to toilets.	
				<ul style="list-style-type: none"> Floor markings are in place to enable reduction of contacts and maximising distance. 	Y	Signage for each area is clear.	

				<ul style="list-style-type: none"> Pupils know that they can only use the toilet one at a time. 	Y	Routines reinforced by teachers each week.	
				<ul style="list-style-type: none"> Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. 	Y	No restrictions on times toilets are accessible, but always can only be used one at a time.	
				<ul style="list-style-type: none"> The toilets are cleaned frequently as laid out in the enhanced cleaning schedule 	Y	Cleaned daily and during each day.	
				<ul style="list-style-type: none"> Monitoring ensures a constant supply of soap and paper towels 	Y	caretaker monitors daily and refills as necessary. Hand dryers have been installed.	
				<ul style="list-style-type: none"> Bins are emptied regularly. 	Y	lunch time and after school.	
				<ul style="list-style-type: none"> Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 	Y	Posters displayed, reminders from teachers and parents throughout.	
30. Fire procedures are not appropriate to cover new arrangements	1	2	2	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> 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	Fire procedures have no need to change as all exits are via external doors and staircases. Space to social distance is available in playground at evacuation point.	
				<ul style="list-style-type: none"> Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities) 	Y	All staff aware of procedures. Regular evacuation takes place. No changes necessary.	
				<ul style="list-style-type: none"> Incident controller and fire marshals have been trained and briefed appropriately. 	Y	As above	
31. Fire evacuation drills - unable to apply reduction of contacts	4	2	8	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with reduction of contacts and 	Y	As above	

and maximising distance procedures effectively				<p>maximising distance measures e.g. bubble muster points</p> <ul style="list-style-type: none"> 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	2	8	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	N	There will always be a member of SLT in school to oversee.	
33. All systems may not be operational	4	2	8	<ul style="list-style-type: none"> Government guidance is being implemented where appropriate, see following link: https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown 	Y	All guidance followed	
				<ul style="list-style-type: none"> 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	All systems fully working and usual checks in place.	
34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	2	8	<ul style="list-style-type: none"> All statutory compliance is up to date. 	Y	Usual checks in place	
				<ul style="list-style-type: none"> 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: 	N	Water system in use in school throughout as school has been open for key worker children. All checked Summer term 2020. Water check Sept 2020.	

				https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm			
35. Lack of good ventilation means that there is risk of transmission	4	2	8	<ul style="list-style-type: none"> • Ensure good ventilation in classrooms and common areas e.g. through opening a window • Follow guidance in the following link: • air conditioning and ventilation during the coronavirus outbreak. 	Y	All classrooms with external doors are open. All external doors are open. Classrooms without external doors have all windows open and air conditioning is used according to guidance.	
36. Visitors to the site (including parents) add to the risk	4	2	8	<ul style="list-style-type: none"> • Signage giving routes, procedures, entrances and exits to be followed. • Limit the external visitors to the school during school hours • Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer. • 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) • Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually' 	Y Y Y Y Y	All signage in use re- one way, no entry.. visitors are by appointment only Visitors signed in by security guard, no sharing of pens, paper. Parents not allowed on site unless by pre--arranged appointment. Virtual meetings to be held where possible, or strict distancing to take place. As many meetings as possible to take place virtually as far as possible.	8
37. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4	2	8	<ul style="list-style-type: none"> • 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. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe 	Y Y	visitors on site are managed, with clear procedures re-toilets to use, movement through the corridors, entry and exit.. Assessment takes place depending on each	8

						situation and location in school.	
				<ul style="list-style-type: none"> 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	Managing visitors on site procedures involve contractors declaring health status.	
				<ul style="list-style-type: none"> 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	One-way system in place, specific entrance for contractors and visitors to minimise contact.	
				<ul style="list-style-type: none"> Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed. 	Y	As above	
				<ul style="list-style-type: none"> 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	As above	

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	1	3	<ul style="list-style-type: none"> 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	All policies and risk assessment completed following guidance and checked with PHE as well as LA, May 2020, July 2020	3
				<ul style="list-style-type: none"> The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure. 	Y	Full risk assessment carried out regularly since May 2020, following guidance issued by DfE.	
				<ul style="list-style-type: none"> Staff, pupils, parents and governors have been briefed accordingly. 	Y	All plans produced in collaboration with Directors, SLT and staff	

						contributions. Communicated to all regularly, May 2020, reminders throughout, updates July 2020.	
39. Curriculum/ Learning Environment	2	1	2	<ul style="list-style-type: none"> 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.: <ul style="list-style-type: none"> 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. 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. 	Y	Full curriculum offer from September 2020. Guidance followed for PE; including no contact sports. Further risk assessment completed for PE. Music tuition taking place as appropriate, in a large space, with good ventilation, enhanced cleaning of instruments, enhanced personal hygiene routines. Staff training May 2020, updated July 2020.	2
40. Key stakeholders are not fully informed	4	1	4	<ul style="list-style-type: none"> Communications strategies for the following groups are in place: 	Y	All plans fully communicated to PHE,	4

about changes to policies and procedures due to COVID-19, resulting in risks to health				<ul style="list-style-type: none"> ○ 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 		LA, Directors, Staff, Parents. Covid-19 plans uploaded to website July 2020. All staff attend training May 2020 and July 2020.	
				<ul style="list-style-type: none"> ● Parents are communicated with to make sure they know: <ul style="list-style-type: none"> ○ whether their child will be able to attend from 2nd Sept ○ 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	Full policy and procedures sent to parents, posted on website, parents written to with start dates for September.	
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	1	4	<ul style="list-style-type: none"> ● School is aware of current guidelines for shielding 	Y	All advice re-shielding is followed. Staff who are shielding are working from home and regularly communicated with. Plans are in place to reintegrate staff as shielding ends August 1st.	4
				<ul style="list-style-type: none"> ● Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis. 	Y	parents have been encouraged to attend and reminded that attendance is compulsory from	

						September. Anxious parents are worked with to be supported in returning to school.	
				<ul style="list-style-type: none"> 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	Parents and children's health audited May 2020. School is aware of the families that are shielding and the reasons why.	
				<ul style="list-style-type: none"> Schools have a regularly updated register of pupils with underlying health conditions. 	Y	As above	
				<ul style="list-style-type: none"> Staff are available to ensure pupils at home continue to be provided with remote education 	Y	Blended learning policy planned and ready to use from September. Current online provision in place, following DfE guidance.	
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	3	6	<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. 	Y	Welfare team led by learning mentor. Zones of regulation in place in all classrooms and all staff trained Mental health first aid trained staff available for all.	6
				<ul style="list-style-type: none"> There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. 	Y	Learning Mentor, SLT trained in mental health first aid. Blue room available. Staff signposted to support.	
				<ul style="list-style-type: none"> 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	Zones of regulation is spoken about regularly. Children are offered nurture groups. PHSE curriculum in place from September 2020	
				<ul style="list-style-type: none"> Resources/websites to support the mental health of pupils are provided. 	Y	As above	
43. The mental health of staff has been adversely affected	3	3	9	<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. 	Y	Staff supported with working SMARTER, reduced workload and	9

during the period that the school has been closed and by the COVID-19 crisis in general						increased work life balance. Support available and signposted. Staff have phase buddies for additional support.	
				<ul style="list-style-type: none"> Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. 	Y	As above	
				<ul style="list-style-type: none"> Staff briefings and training have included content on wellbeing 	Y	As above	
				<ul style="list-style-type: none"> Staff briefings/training on wellbeing are provided. 	Y	As above	
				<ul style="list-style-type: none"> Staff have been signposted to useful websites and resources. 	Y	As above	
44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	1	2	<ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms. 		Weekly meeting take place, alongside usual schedule of governing body meetings. All minuted	2
				<ul style="list-style-type: none"> The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. 	Y	Reports to governors include statutory requirements, health and safety and so on.	
				<ul style="list-style-type: none"> 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	As above	
				<ul style="list-style-type: none"> Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. 	Y	Regular meetings with Chair of governors, safeguarding. SEND team and education governors.	
				<ul style="list-style-type: none"> 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	Usual practice continues	

45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	3	2	• Guidance on test and trace has been published.	Y	posters around school	2
				• The guidance has been explained to staff	Y	staff training July 2020	
				• Post-testing and tracing support is available for staff.	Y	available as needed	
46. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	2	8	• Robust collection and monitoring of absence data, including tracking return to school dates, is in place.	Y	Usual register monitoring and communicating with parents.	8
				• 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	Procedures followed since guidance issued in March 2020, updated May 2020, July 2020. Staff trained May 2020, July 2020	
				• 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	Parents, staff audited and not individual cases discussed.	
				• 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	where confirmed and advised following advice from PHE	
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	1	4	• 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	All government guidance displayed and followed in school with regards to symptoms. Reminders communicated to parents via newsletters.	4
				• This guidance has been explained to staff and pupils as part of the induction process.	Y	Staff training May 2020, July 2020	
				• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y	Updated July 2020	

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	2	8	<ul style="list-style-type: none"> 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	All have been advised that advice from PHE will be followed. Maintaining bubbles, reducing contact, enhanced hygiene and cleaning will help reduce spread, as well as social distancing.	8
				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y	May 2020, July 2020	
				<ul style="list-style-type: none"> Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y	updates shared regularly	
49. Staff, parents and carers are not aware of recommendations on transport to and from school	4	1	4	<ul style="list-style-type: none"> 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	Staff audited for those using public transport. Not applicable across the school. Staff know to inform school if this changes and then policy to be followed of increased handwashing, social distancing and potentially PPE/masks on transport.	4