COVID-19: Operational Risk Assessment for School Reopening in Sept 2021

SCHOOL NAME: Garden Suburb Infant School

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Sarah Sands. Headteacher	25th August 2021	17th January 2022	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 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: Actions for schools during the coronavirus outbreak - GOV.UK (www.gov.uk)

Other Related Documents:

Relevant Existing Policies	Local Authority/Trust/Union 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'	Covid19 Education and Skills Service Strategy (July 2021) Education and Skills Service Recovery Planning support for schools (May 2021)	The following guidance is being used to inform our Risk assessment: - Actions for schools during the coronavirus outbreak - Actions for early years and childcare providers during the coronavirus outbreak - Use of PPE in education, childcare and children's social care Covid-19 Action for out-of-school settings guidance has been added which applies from step 4. It removes restrictions such as keeping children in consistent groups (bubbles), wearing face coverings in classrooms, communal areas and in community settings, limits on parental attendance, and restrictions on group sizes for residential visits. It also includes information about updating your outbreak management plan and what to do when an individual in your setting tests positive for Covid-19. From 16 August, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact Apprenticeships guidance has been updated to reflect the change in the return to the workplace which will apply to apprenticeships as part of step 4 of the roadmap. This includes updated links and references to the redundancy support service, ending of flexibility permitting end-point assessment prior to functional skills qualification achievement, and an extension of the temporary policy on suspending the requirement for Level 2 apprentices to attempt Level 2 functional skills assessment Transport guidance has been updated to reflect step 4 of the roadmap out of lockdown. It removes the recommendations that distancing should be maximised and mixing should be minimised, and that children and young people aged 11 and over should wear face coverings. It provides advice on continuing to take proportionate measures to reduce the spread of infection.

The public health guidance has been updated for exams with advice that applies from step 4. The guidance removes restrictions such as keeping students in consistent groups (bubbles) and wearing face coverings in classrooms and communal areas, and on dedicated transport

Protect vulnerable workers - Working safely during the coronavirus (COVID-19) pandemic (hse.gov.uk)

Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)

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	3	3	9	• Clinically extremely vulnerable (CEV) people are no longer advised to shield, but may wish to take extra precautions to protect themselves and to follow the practical steps set out in the guidance on shielding and protecting people who are clinically extremely vulnerable from	Y	• Individual Risk assessments will be carried out for staff who are pregnant. • PPE available for all staff if required	**3x2=6**

					COVID-19 to minimise their risk of exposure to the virus. • Staff in settings who are CEV should attend their place of work if they cannot work from home.			
					• Establish how many and which staff will be available, if staff develop COVID-19 symptoms and isolating, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments for the CEV staff where appropriate	Y	• Carry out individual Risk Assessments for staff who are pregnant or CEV.	
					• Based on available staffing and any cover you are able to secure, decide how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises.	Y	• Will be addressed as necessary. Home learning protocols already in place.	
					• Ensure flexible and responsive use of teaching assistants	Y		
					• 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	• Use regular agency cover if possible • Re-deploy existing staff if necessary, to give consistency with a familiar member of staff, to pupils who may need this.	
					• From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.	Y		
					• Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school).	Y	• Roles will be allocated as necessary	
2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate	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	• Daily (manual) absence diary • Weekly diary where all known absences are logged and cover planned	3x2=6
					• Full use is made of all qualified teachers.	Y	• SLT members cover if necessary. • Use agency cover	

effective home learning.				• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.	Y	• TAs cover classes for sessions or half days. If no school or supply teachers are available, we would consider using experienced school support staff to cover.	
				• Full use is made of test and trace to inform staff deployment i.e. ensure staff who have been instructed to self-isolate through test and trace are not attending school	Y	• Staff know that they must immediately inform us if instructed to self-isolate, so that cover can be arranged.	
				• 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	• If staffing levels mean we need to reduce number of children in school, consider prioritising key worker, SEN and the youngest children first. • Blended learning protocols available on website: https://www.gardensuburbinfant.co.uk/page/?title=Our+%26quot%3BBlended+Learning%26quot%3B+offer&pid=1653	
				• Where possible, ensure pupils with SEND are prioritised to be in school, -.	Y	• When necessary, SENCo to contact parents to ensure correct priority is given	
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	3	3	9	• Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.	Y	• Work with regular agencies, with regular staff where possible.	3x2=6
				• Ensure visiting staff are aware of hygiene measures and minimise contact to only pupils who need to be taught.	Y	• Visitor protocol in place.	
				• Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.	N	• ITT is existing member of staff • Temporary ITT in Jan/Feb 2022 – RA to be carried out.	
				• Negotiate the deployment of ITT trainees with their provider to ensure that their training needs are met but contact and distance requirements are adhered to.	Y		
4. Risk of infection of **extremely clinically vulnerable** members	3	3	9	• 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	• Individual RAs to be carried out if necessary.	3x2=6

of the household of a member of staff.								
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	**3**	3	9	•	Provide cover for the role from within available staffing	**Y**	• DSL covered by DH. SENCo covered by HT – if necessary • Most TAs and one SLT are first aiders	**3x2=6**
				•	Or remote support via another school, Academy Trust or the LA	**Y**	• Consider whether juniors and infants can support each other with this.	
				•	Ensure First Aid certificates are up to date	**Y**		
				•	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**	• PPE available in medical room.	
				•	Programme of training for additional staff in place (e.g. Safeguarding)	**Y**	• Safesmart training available as needed	
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 September start.	**Y**		**3x2=6**
				•	Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include: o Infection control o Fire safety and evacuation procedures o Constructive behaviour management o Safeguarding o Risk management	**Y**	• Key areas for or school are in safeguarding, Fire Safety – available through SafeSmart. • Staff Handbook covers what staff need in other areas.	
7. Risk that staff who are extremely critically vulnerable are not identified and so measures have not been put in place to protect them.	**4**	3	12	•	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.	**N**	• Awaiting further advice (RA format). No CEV staff, but have taken advice relating to pregnancy.	**3x2=6**
				•	All members of staff with underlying health conditions 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	**Y**	• Set out in staff handbook	

				regularly updated. Staff sharing their household with people with underlying health conditions places them at higher risk				
				• Clinically extremely vulnerable (CEV) people are no longer advised to shield, but may wish to take extra precautions to protect themselves and to follow the practical steps set out in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 to minimise their risk of exposure to the virus.	Y	• To be determined through individual RA.		
				• 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	Link in Staff Handbook: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19		
				• Current government guidance is being applied.	Y			

B. Teaching Spaces, the Learning and School Environment

8. Risks of transmission during use of the outdoor learning environment for young children	3	3	9	• Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside	Y	• In place inside, with handwashing routines on return to class from the outside.	3x2=6
				• Close down drinking fountains and make arrangements for individual water bottles for children	Y	• Make sure washable cups are available in classes, in case children forget their water bottle.	
				• Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam	Y	• full use will be made of the equipment that is necessary to deliver the curriculum, but hand-washing will be in place. • If further measures are deemed necessary (due to confirmed cases) we may restrict use of equipment.	
				• Resources are limited to facilitate effective cleaning daily	Y	• Larger outdoor equipment (bikes, climbing frames, sports equipment) will still be used on a class by class rota, with handwashing after use.	

			 	• Only equipment that can be washed or easily cleaned can be used.	N	• See above, rotas and hand washing will reduce the need to limit equipment, unless confirmed cases lead to a need to make restrictions.	
9. Risks of transmission due to movement around the school.	3	3	9	• Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible	Y	• Rotas in place for break times, to reduce numbers at pinch points.	3x2=6
				• Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance	Y	• Duty rotas allocate staff to year groups/areas	
10. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	4	16	• Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department	Y	• Only one door into school. • "Soft Start" means families can arrive between 8.50 – 9.00am, to reduce congestion.	4x3=12
				• 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	• Hand washing happens in each class and children are familiar with the routine for this.	
				• 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	• Fenced off area in front of school, where parents can sit with a child, if necessary, in the morning. • Use of outdoor classrooms, for parent to stay with their child if necessary. • Ask parents to wear a mask in the building.	
				• Identify drop off and pick up waiting areas that can reduce contacts and maximise distance	Y	• New fenced off area at front of school, to keep parents away from this area in the mornings and enable clear sight of children as they enter. • Review morning procedures, to see if classes need to be admitted gradually. • Communicate to parents that they should use the whole front playground area to wait in the mornings, and should be aware of not overcrowding front gate.	

				Control Measures		Comments	
				• Extend gate/entrance opening times to prevent queueing	Y	• 8.50 - 9am start time	
				• Staff, pupils and parents are briefed and signage provided to identify entrances, exits routes	Y	• Email sent to remind parents of procedures, prior to the start of term. Any updates via the school newsletter.	
				• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating	Y	• Will consider year group queues, but this could impact on the effects of the soft start so might not help.	
				• Parents given advice on walking/cycling to school, avoiding public transport and minimising driving	Y		
				• Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage	Y	• New cycle and scooter storage is being installed.	
				• Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space	Y	• "School Zone" in operation in Childs Way	
11. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.	3	4	12	• Advice to pupils and families on maintaining road safety procedures despite changes.	Y	• No new changes	3x3=9
				• For those that have to drive, advice on places they should and should not pick up, drop off and park.	Y	• In newsletter and parent handbook	
				• Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.	NA		
				• Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.	NA		
				• Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc.	Y	• In place	
				• Liaise with Highways if widened pavements, suspension of parking bays, changes to school	Y	• School Zone in place in Childs Way, no vehicle access (except	

				keep clear markings and signage /enforcement are required.		residents) at drop-off and pick-up times.	
12. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	3	9	• Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support. • If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.	Y	• Existing rotas will enable a smoother transition back to class bubbles, if there are confirmed cases.	**3x2=6**
13. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	3	3	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		**3x2=6**
				• If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.	Y	• Existing rotas will enable a smoother transition back to class bubbles.	
				• 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.	Y	• Children continue to sit at class tables, with year group rotas in dining hall.	
				• If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food	Y	• Staff should remind the children about the "do not share food" rule.	
				• Eating areas are thoroughly cleaned after lunchtime	Y	• MTS rotas include cleaning roles after sessions.	
14. 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 maximising distance between users.	Y	• Lunchtime rota to reduce the number of staff members in the staff room. • Air quality monitor and air filter in place in the staffroom.	**4x3=12**
				• Staff have been briefed on the use of these rooms	Y	• Signage in place where necessary • Staff not in class avoid "peak" times if possible.	
15. The configuration of medical rooms may compromise reduction of contacts	3	3	9	• Reduction of contacts and maximising distance provisions are in place for medical rooms	Y		**3x2=6**
				• Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged	Y	• Group Room or Rainbow Room (TBC)	

and maximising distance measures				• PPE available if staff dealing with pupil with symptoms	Y		
				• Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas	Y		
16. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	3	9	• 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	• Visitor protocol • Parents don't come into the building unless specifically arranged, or if needed to support their child in the outside area.	3x2=6
C. Hygiene and protective controls							
17. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission.	3	3	9	• Ensure frequent hand cleaning and good respiratory hygiene practices	Y		3x2=6
				• If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.	Y	• Retention of rotas will ensure that this it will be relatively straightforward to move back to bubbles. • Maximising distance only if there is deemed a higher risk (i.e. a confirmed case in school or high local case numbers)	
				• Regular cleaning	Y		
18. 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 PCR 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		4x3=12
				• Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive, and ensuring anyone developing those symptoms during the school day is sent home	Y	• Staff continue with Lateral Flow Testing initially, and parents encouraged to do the same.	
				• Make arrangements to isolate anyone with symptoms and have clear guidance and protocols	Y		
				• PPE on hand.	Y		

			 	• Active engagement with NHS Test and Trace	Y		
19. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	3	12	Establish arrangements for all frequently touched surfaces and equipment e.g. • door handles • handrails • tabletops • play equipment • toys • electronic devices (such as phones) • specialist equipment, including equipment used by pupils with SEN	Y	• Hygiene boxes in all classrooms • Cleansing wipes available in staff toilets and next to equipment (photocopiers, phones, etc) for staff to cleanse prior to using. • ALL staff responsible for routine cleaning of surfaces / hygiene protocols.	4x2=8
				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		
				• Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books	Y		
				• Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations.	Y	• Hand sanitiser and cleansing wipes available.	
				• 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		
20. Risk of virus spreading because the school has insufficient materials and equipment	4	3	12	• Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms	Y	• Caretaker duty rota for replenishing soap/towels.	4x2=8
				• Use of hand sanitisers at appropriate locations	Y		
				• Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,	Y		
				• Bins to be double bagged and emptied	Y		
				• Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom	Y		

21. Provision and use of PPE for staff where required is not in line with government guidelines	3	3	9	•	Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.	Y	In Staff Handbook	3x2=6
				•	Those staff required to wear PPE (e.g. SEND intimate care) 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	In Staff Handbook	
				•	Staff are reminded that the wearing of gloves is not a substitute for good handwashing	Y		
22. Pupils forget to wash their hands regularly and frequently	4	3	12	•	Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.	Y	School routines in place	4x2=8
				•	Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.	Y	Posters in classes	
				•	School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.	Y		

D. Premises and Buildings

23. 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	3	12	•	A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to September start	Y		4x2=8
				•	An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include: o more frequent cleaning of rooms / shared areas that are used by different groups o frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach o the regular cleaning of toilets	Y	• Hygiene boxes available in every class.	
				•	Working hours for cleaning staff are increased	N	• Existing hours will continue	

24. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4	3	12	Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.	Y		4x2=8
				• The toilets are cleaned frequently as laid out in the enhanced cleaning schedule	Y		
				• Monitoring ensures a constant supply of soap and paper towels	Y		
				• Bins are emptied regularly.	Y		
				• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.	Y		

25. Fire procedures are not appropriate to cover new arrangements	4	3	12	• Fire procedures have been reviewed and revised where required, due to:
				  o Reduced numbers of pupils/staff
				  o Possible absence of fire marshals
				  o The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points
				  o A possible need for additional muster point(s) to where possible
					Y	• Most classes have their own exit door to playground, so this reduces congestion.
						• Existing evacuation procedures will continue
							4x2=8

				• Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities)	Y	• No new procedures	
				• Incident controller and fire marshals have been trained and briefed appropriately.	Y		
26. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	3	12	• Plans for fire evacuation drills are in place which are in line with the School Fire Strategy plan	Y	• Currently no need for Personal Emergency Evacuation Plans	4x2=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			

27. 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	• SLT and office staff to ensure all areas are checked if there are absences (ie, upstairs areas, toilets, resource room and group rooms)	**4x2=8**	
28. All systems may not be operational	3	3	9	• Government guidance is being implemented where appropriate	Y		**3x2=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 Mechanical ventilation systems should be checked before reopening	Y	• Cyclical maintenance in place.		
29. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	3	12	• All statutory compliance is up to date.	Y	• All cyclical maintenance in place	**4x2=8**	
				• 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			
30. Lack of good ventilation means that there is risk of transmission	4	4	16	• Ensure good natural ventilation in classrooms and common areas e.g. through opening a windows, doors etc	Y	• The majority of classrooms have doors directly to the outside, and all classes have windows (just replaced).	**4x3=12**	
				• Identify poorly ventilated areas and decide how to improve ventilation There are some simple ways to identify poorly ventilated areas: - Look for areas where people work and where there is no mechanical	Y	• Rainbow Room and the cooking Room do not have direct outdoor ventilation. The Group Room and offices have small windows to outside.		

				- ventilation or natural ventilation such as open windows, doors, or vents - Check that mechanical systems provide outdoor air, temperature control, or both. If a system only recirculates air and has no outdoor air supply, the area is likely to be poorly ventilated - Identify areas that feel stuffy or smell bad		- Air Purifier in the staff room. - Carbon Dioxide Monitors in place in certain classrooms, to monitor air quality/temperature throughout the day. Use these to determine whether additional ventilation is necessary. - Rotate the monitors around the rooms, to check they are appropriate and monitor different locations. Purchase additional monitors if they are useful (we may be receiving more from the DfE).	
				- If the school has carbon dioxide (CO2) monitors, consider using these to monitor ventilation level, If there is a build-up of CO2 in an area it can indicate that ventilation needs improving. - Although CO2 levels are not a direct measure of possible exposure to COVID-19, checking levels using a monitor can help you identify poorly ventilated areas.	Y		
				- Carry out an assessment of fresh air (ventilation) in the workplace – Use the HSE link below to undertake the assessment and make appropriate adjustment.	N		
				- Follow guidance in the following link: - air conditioning and ventilation during the coronavirus outbreak. - https://www.cibse.org/coronavirus-covid-19	Y		

31. Visitors to the site (including parents) add to the risk	4	4	16	- Limit the external visitors to the school during school hours. The school needs to weigh up the risks (how many sites they visit, how many individuals there are coming, how close they get to pupils & staff, etc) versus the specific benefits for each group before deciding whether the visit is allowable.	Y	- Risk Assess any event for parents – such as class introductory meetings for parents. If we hold these:
						  - Survey parents to determine how many parents would be comfortable coming into school.
						  - Use the hall
						  - Consider asking parents to test
						  - One class at a time
						  - Windows all open
							4x3=12

				- Signage giving routes, procedures, entrances and exits to be followed.	Y		

				• Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.	Y	• Continue with existing systems. • Hand-sanitiser by sign in desk		
				• 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	• Meetings with parents in classrooms before or after school if possible, where ventilation and distancing are best. • Take advice on meetings with larger groups of parents, depending on the current situation.		
				• Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually' where possible.	Y			
32. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4	3	12	• 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		4x2=8	
				• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe	Y	• Risk Assessments from contractors • Visitor protocol		
				• 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	• All contractors communicated with by SBM		
				• Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed.	Y			
				• In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).	Y			
E. General								
33. Existing policies on safeguarding, health	3	4	12	• All relevant policies have been revised to take account of government guidance on the system	Y	• Relevant policies reviewed and amendments included last year, and	3x2=6	

and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances				of controls: protective measures regarding COVID-19 and its implications for the school.		will be further reviewed as part of the regular cycle.	
				• The school has carried out a full Health and Safety Risk Assessment to ensure it is compliant with Government guidelines	Y		
				• Staff, pupils, parents and governors have been briefed accordingly.	Y	• Staff briefing to start the year. • RA circulated to all staff and on the website. • Email communication to parents prior to start of term, to outline key information.	
34.Curriculum/ Learning Environment	3	4	12	• 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 - sports equipment thoroughly cleaned between each use by different individual groups. 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	Y	• Guidance no longer recommends the need for maximising distance, so Music and PE lessons will be run indoors without this in place UNLESS there are confirmed cases in the class – in which case additional measures will be re-introduced. • Usual hygiene measures will be in place (hand-washing before/after lessons, and sanitising musical instruments).	3x3=9
				• If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.	Y	• Timetables will enable bubbles to be reintroduced if necessary.	
				• 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	• Front of class delivery will only be considered if there is a suspected or confirmed case in the class, or if a staff member is vulnerable and a RA advises this.	
35. Key stakeholders are not fully informed about changes to	4	3	12	• Communications strategies for the following groups are in place:	Y	• All information on the website • Parentmail used to communicate measures to staff and parents	4x2=8

policies and procedures due to COVID-19, resulting in risks to health				o Staff (inc staff at breakfast club and after school activities) o Pupils o Parents o Governors/Trustees o Local authority o Health services o Regional Schools Commissioner o Professional associations o Other partners o Neighbouring schools/EY settings o Highways department		• Risk assessment sent to unions and LA, as required.		

				• Parents are communicated with to make sure they know:
				  o whether their child will be able to attend from 1stSept
				  o what protective steps you're taking to make the school a low-risk place for their child
				  o 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	• Parentmail communication prior to the start of term.
						• Reintegration plans shouldn't be necessary, although some SEND children have individual transition timetables.		

36. 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	• All state-funded schools should provide remote education for school-aged children who are unable to attend school due to following government guidance or law relating to COVID-19 (for example if they need to self-isolate, or if they have tested positive but are well enough to learn from home). • Schools should provide remote education equivalent in length to the core teaching your child would usually get in school. • School is aware of current guidelines for remote learning	Y	• Home-learning to be implemented as necessary in line with school policy (as set out on the website)	4x2=8	
				• Parents have been provided with clear guidance about acceptable reasons for non-	Y	• Parentmail communication prior to the start of term.		

				• attendance and this is reinforced on a regular basis.			
				• 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	• Parentmail communication prior to the start of term.	
				• Schools have a regularly updated register of pupils with underlying health conditions.	Y	• Parentmail communication prior to the start of term.	
				• Staff are available to ensure pupils at home continue to be provided with remote education	Y		
37. 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	• HT and Inclusion lead trained.	2x3=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	• PSHE Curriculum	
				• Resources/websites to support the mental health of pupils are provided.	Y		
38. 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		3x2=6
				• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.	Y	• Standing item on SLT agenda. • Year Group teams offer support	
				• Staff briefings and training have included content on wellbeing	Y	• This should be revisited in the new term, during staff meetings	
				• Staff briefings/training on wellbeing are provided.	Y	• To be revisited.	
				• Staff have been signposted to useful websites and resources.	Y	• QWELL in place, and resources on staff network to be reviewed.	
39. Lack of governor oversight during the	2	3	6	• The governing body continues to meet regularly.	Y		2x6=6

COVID-19 crisis leads to the school failing to meet statutory requirements.				• 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		
40. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	3	9	• Guidance on NHS test and trace has been published.	Y		3x2=6
				• From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be • contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.	Y		
				• The guidance has been explained to staff	Y		
				• Post-testing and tracing support is available for staff.	Y		
41. Infection transmission within school due to	4	4	16	• Robust collection and monitoring of absence data, including tracking return to school dates, is in place.	Y	• Existing systems are robust	4x3=12

staff/pupils (or members of their household) displaying symptoms				• 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. From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.	Y	• Government guidance will be followed.	
				• 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 extremely vulnerable** should these apply	Y		
				• A record of any COVID-19 symptoms in staff or pupils is recorded	Y		
42. 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	• Information needs to be sent to after school club providers.	4x3=12
				• This guidance has been explained to staff and pupils as part of the induction process.	Y		
				• Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.	Y		
				• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y	• Systems in place to enable us to do this (Parentmail)	
43. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed	4	4	16	• From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.	Y	• Return to school information to parents. • Included in staff handbook	4x3=12

case of COVID-19 in the school including test and trace				• 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.			
				• The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.			
				• This guidance has been explained to staff and pupils as part of the induction process.	Y	Communication has been clear on this, including in parent newsletter	
				• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y	Return to school information to parents.	
44. 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	Included in staff handbook	4x3=12