

COVID-19: Operational Risk Assessment for School Reopening

SCHOOL NAME: Martin Primary School

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Ziz Chafer/Headteacher	19 th May 2020	8 th June 2020	Staff, pupils, parents/carers, 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 phased re-opening of the school and ensure the school continues to operate in a safe way.

This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education:

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

Other Related Documents:

Relevant Existing Policies	Local Authority/Trust documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Safeguarding and Child Protection policies Data protection 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'	Covid19 Education and Skills Service Strategy (April 2020) Education and Skills Service Recovery Planning support for schools (May 2020)	https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe

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)	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	• Audit staff availability	Y daily	Risk assessment sent to all staff. Meetings held with any staff who have returned risk assessment to ensure that appropriate measures have been put in place to keep them safe at work. If there is not a sufficient number of staff available to open all classes, the school will put in place supply teachers. Staff advised of test and trace procedures Week's work put together for	6
				• Establish how many and which staff will be available, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments where appropriate (see guidance distributed previously)	Y		
				• Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises.	Y		
				• Ensure flexible and responsive use of teaching assistants	Y		
				• Ensure there is a sufficient number of 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	Y		

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				<ul style="list-style-type: none"> example those with Autism will need to be supported by the same adults, where possible 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 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 Y	all year groups in case of sudden lockdown. Google Classroom maintained for possible long term future lockdown. The needs and circumstances of any individual children who are unable to attend school will be considered and procedures will be put in place to ensure that they can access home learning.	
2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning	3	3	9	<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 - observing data protection policy regarding any sensitive personal data on health Full use is made of all qualified teachers Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. 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. A clear rationale is in place for which staff and 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. Where possible, ensure pupils with SEND are prioritised to be in school. 	Y Y Y Y	See above An expectation will be in place that those staff who are at home and are well enough to work will carry out their responsibilities from home where possible and will support home learning if required.	6
3. Risk of infection from use of supply teachers.	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	Risk assessments to be sent to all supply agencies for staff to complete when booked at the	6

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temporary teachers, peripatetic teachers and deployment of ITT trainees.				<ul style="list-style-type: none"> Ensure visiting staff are aware of and adhere to distancing and hygiene measure and minimise contact to only pupils who need to be taught. Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor. 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 Y Y	school.	
4. Risk of infection of extremely clinically vulnerable members of the household of a member of staff.	4	1	4	<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	Risk assessments circulated to all staff. To be considered on a case by case basis	4
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	2	6	<ul style="list-style-type: none"> Provide cover for the role from within available staffing Or remote support via another school, Academy Trust or the LA Ensure First Aid certificates are up to date (previously extended for 3 months) 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. Programme of training for additional staff in place (e.g. Safeguarding) 	Y Y Y	There will always be a member of the office staff in school to cover first aid duties and an appropriately trained person to oversee safeguarding arrangements PPE in place for emergency first aid. Procedures explained to welfare staff and on display in welfare room.	2
6. Risks to health and safety because staff are	3	2	6	<ul style="list-style-type: none"> A revised staff handbook is issued to all staff prior to reopening. Induction and CPD programmes are in operation 	Y Y	Staff handbook reviewed by 1 st September 2020 to include all guidance on all items and	2

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not trained in new procedures.				for all staff prior to reopening (inc breakfast club and after school activities), and include: <ul style="list-style-type: none"> o Infection control o Fire safety and evacuation procedures o Constructive behaviour management o Safeguarding o Risk management 		circulated to all staff before opening	
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	2	8	<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	Staff advised about definitions and expectations of different categories of workers. Risk assessments circulated to all staff. To be considered on a case by case basis	4
				<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 and managed in line with data protection policy on sensitive personal data 	Y		
				<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		
				<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		
				<ul style="list-style-type: none"> • Current government guidance is being applied. 	Y		

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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)	3	2	6	<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	Audit of premises carried out and reviewed every week.	6
				<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: educational and care support should be provided as normal. 	Y	<p>Requirements and circumstances reviewed for every SEN child</p> <p>Requirements for setting up classes and appropriate procedures distributed to all staff. This will include the arrangement of resources and furniture. Furniture removed where appropriate.</p>	
				<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		
				<ul style="list-style-type: none"> Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate. 	Y		
				<ul style="list-style-type: none"> Protocols around reduction of contacts and maximising distance shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood reduction of contacts and maximising distance. Where a pupil does not understand maximising distance or for those who need close contact care, education and care support should be provided as normal. 	Y	Powerpoint developed for all staff to deliver to children at the beginning of the day which will cover personal hygiene and social distancing expectations in age appropriate language.	
				<ul style="list-style-type: none"> Clear signage displayed in classrooms promoting reduction of contacts and maximising distance 	Y	Timetables put in place to ensure staggered start and finish times/playtimes and lunchtimes.	
				<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 	Y	Staff allocated to classes. Cover staff and interventions staff restricted to key stages	

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				<p>case for pupils with SEN and younger children who are unable to adhere to reduction of contacts and maximising distance</p> <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. 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 Schools should consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place. 	<p></p> <p>Y</p> <p>Y</p>	<p>where possible.</p> <p>Breakfast Club reintroduced with small groups of regulars up to a maximum of 25 children. Family groupings and key stage groupings where possible</p> <p>Careful and regular liaison with LBL (after school club) and other after school club providers to ensure that they have sufficient premises to run their club safely</p>	
8. Risk of transmission in large spaces used as classrooms/	3	2	6	<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	Consideration for every activity that uses large spaces to ensure reduction of contact between children from	6

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teaching spaces				<ul style="list-style-type: none"> Large gatherings of more than one bubble should be avoided Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart. 	Y	different classes/year groups	
10. Risks of transmission during use of the outdoor learning environment for young children	3	2	6	<ul style="list-style-type: none"> Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces Arrangements for handwashing, tissues, bins with lids, are in place outside Close down drinking fountains and make arrangements for individual water bottles for children Large climbing equipment will be shut down in the current circumstances if shared between bubbles Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam. Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available 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. Where outside space must be shared arrangements for cleaning between groups are in place Resources are limited to facilitate effective cleaning daily Bike and wheeled toy play: dependent on 	Y Y Y Y Y Y Y Y	Parents and carers informed of arrangements for hygiene and realistic expectations for social distancing. Staff regularly reminded about the importance of careful cleaning of appropriate equipment	6

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				<p>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</p> <ul style="list-style-type: none"> Consider the removal or covering of areas which are difficult to clean such as malleable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them 	Y		
11. Risk of staff having to move between groups	4	3	12	<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	Aim to ensure that staff moving between bubbles are exposed to a restricted number of year groups and that they carry out activities which will allow them to keep at least 2m away from the children at most times	8
12. Risks of transmission due to movement around the school.	4	2	8	<ul style="list-style-type: none"> Arrange for corridors to be one-way, where needed and where possible Clear signage and markers for the youngest children Pinch points and bottle necks are identified and managed movement of groups is staggered if possible Movement of pupils and staff around the school is minimised Pupils are reminded regularly of protocols for reduction of contacts and maximising distance Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance 	Y Y Y Y Y	<p>Timetables put in place to ensure staggered start and finish times/playtimes and lunchtimes.</p> <p>Size and layout of school should allow for minimal number of areas being used by different groups</p>	8
13. Risk of transmission due to number of people near entrances	4	2	8	<ul style="list-style-type: none"> Start and departure times are staggered where possible Procedures in place to hold children to reduce family waiting time 	Y Y	Timetables put in place to ensure staggered start and finish times/playtimes and lunchtimes.	4

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and exits at the start and end of the school day.				<ul style="list-style-type: none"> Stagger time for SEN Transport drop offs and pick ups, if needed Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department 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 Unless essential, do not allow parent/carers to enter the buildings to drop off or collect children. If parents do need to enter the building ensure they have an understanding of the procedures in order to keep everyone safe. Do not allow gathering at the school gates to talk to other parents. 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 Identify drop off and pick up waiting areas that can reduce contacts and maximise distance Extend gate/entrance opening times to prevent queueing Staff, pupils and parents/carers are briefed and signage provided to identify entrances, exits and circulation routes A plan is in place for managing the movement of people on arrival to avoid groups of people congregating Floor markings visible to all to avoid queueing Parents/carers given advice on walking/cycling to school, avoiding public transport and minimising 	Y Y Y Y Y Y Y Y	Parents to drop children at the gates in the mornings. Collection one year at a time. Parents and carers to be informed of arrangements and entrances and exits clearly signed. Markings on pavements to indicate social distancing expectations	

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				driving			
				<ul style="list-style-type: none"> Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage 	Y		
14. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.	3	2	6	<ul style="list-style-type: none"> Advice to pupils and families on maintaining road safety procedures despite changes. 	Y	Usual arrangements for parking apply	6
				<ul style="list-style-type: none"> For those that have to drive, advice on places they should and should not pick up, drop off and park 	Y		
15. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at playtimes	3	3	9	<ul style="list-style-type: none"> Break and lunch times are staggered 	Y	Size and layout of site allows for year groups to remain separate at playtimes Each group of children has their own outdoor equipment that is not shared with other groups and that is cleaned regularly Children will wash hands before and after outside play	6
				<ul style="list-style-type: none"> External areas are designated for different groups 	Y		
				<ul style="list-style-type: none"> Pupils are reminded about the protocols of reduction of contacts and maximising distance before every break time 	Y		
				<ul style="list-style-type: none"> Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support. 	Y		
14. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and	3	3	9	<ul style="list-style-type: none"> Pupils are reminded about the protocols of reduction of contacts and maximising distance before every lunchtime 	Y	Size and layout of site allows for groups to remain separate at lunchtimes Each group of children has their own outdoor equipment that is not shared with other	6
				<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		

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maximising distance at lunchtimes				<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. Dining area will be thoroughly cleaned between year groups. Pupils eat packed lunches in dining hall with only one year group present, in classroom or outdoor spaces If children bring in their own packed lunch parents/carers are given very clear guidance about packed lunches and protocols and children do not 'share' food 	Y Y	groups and that is cleaned regularly Children will wash hands before and after outside play Lunchtimes are staggered with one year group at a time using an outdoor area. No hot food to be served. Packed lunches to be delivered to classes/dining room	
17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4	2	8	<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 reduction of contacts and maximising distance Staff room and music room to be used as areas for staff Staff have been briefed on the use of these rooms 	Y In progress	Areas will be designated for adults in each year group	8
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 Y Y	Use of upstairs offices if required	6
19. Groups of people gather in	3	2	6	<ul style="list-style-type: none"> Parents/carers are made aware of new school procedures before children start back at school 	Y	Office closed to parents and carers; all contact to be made	6

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reception areas which may contravene reduction of contacts and maximising distance guidelines				and to those families whose children are new to the school.		by phone/email	
				• The maximising distance floor markings are clearly in place	Y	Floor markings in place and Perspex screen in place in office	
				• Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty	Y	Visitors will be screened using the entry phone	
				• Non-essential visitors to school and deliveries are minimised	Y		
				• Arrangements are in place for visitors to stay apart	Y		
C. Hygiene and protective controls							
20. Risk that reduction of contacts and maximising distance between pupils and between staff and pupils 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	Regular review of arrangements	9
				• Regular cleaning	Y		
				• Minimise contact and mixing (see above)	Y		
				• See sections above re start and end of day arrangements, playtimes and break times	Y		
21. Risk of staff or children with the virus coming into school with symptoms when symptoms are not clear.	4	3	12	• Ensure the staff/parents/pupils know the process to get tested.	Y	Staff/parents advised about the availability of testing and tracing for COVID-19 Staff and parents/carers on high alert for symptoms	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 in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home			
				• Make arrangements to isolate anyone with symptoms and have clear guidance and protocols	Y		
				• PPE on hand.	Y		

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				<ul style="list-style-type: none"> Active engagement with NHS Test and Trace 			
22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	3	12	<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	<p>Guidance prepared for all staff about which furniture and resources should be removed from classrooms, which needs to be separated into two groups and which needs regular and thorough cleaning.</p> <p>Cleaning arrangements in place and regularly reviewed.</p> <p>Children allocated their own stationery, where appropriate</p> <p>Teachers reminded on a regular basis about importance of taking measures to keep themselves safe</p> <p>Parents/carers advised about requirement to wash uniform after each day or for children to change as soon as they get home</p>	8
				<ul style="list-style-type: none"> 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		
				<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		
				<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		
				<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		
				<ul style="list-style-type: none"> Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books 	Y		
				<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		

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				<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		
23. Risk of virus spreading because the school has insufficient materials and equipment	4	2	8	<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	Premises Manager to ensure adequate stocks of all cleaning materials at all times	8
				<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		
				<ul style="list-style-type: none"> Bins to be double bagged and emptied 	Y		
				<ul style="list-style-type: none"> Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom 	Y		
24. Provision and use of PPE for staff where required is not in line with government guidelines	3	2	6	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. 	Y	Disposable masks, gloves have been purchased and aprons are available for all staff if they wish to use it	6
				<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		
				<ul style="list-style-type: none"> Staff are reminded that the wearing of gloves is not a substitute for good handwashing 	Y		
25. Pupils forget to wash their hands regularly and frequently	4	2	8	<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	Regular reminders and daily powerpoint at beginning of each day about the expectations of hygiene	8
				<ul style="list-style-type: none"> Posters reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class. 	Y		
				<ul style="list-style-type: none"> School leaders monitor the extent to which handwashing is taking place on a regular and 	Y		

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				frequent basis.			
26. Pupils' behaviour on return to school does not comply with reducing contacts and maximising distance guidance	3	4	12	<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 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	HT has made it clear to staff and to parents and carers that reducing contacts and maximising distance for children, especially younger children, cannot be guaranteed, however, staff will ensure that there are regular reminders and will model good practice.	12
				<ul style="list-style-type: none"> Staff model social distancing consistently. 	Y		
				<ul style="list-style-type: none"> The movement of pupils around the school is minimised. 	Y		
				<ul style="list-style-type: none"> Large gatherings are avoided. 	Y		
				<ul style="list-style-type: none"> Break times and lunch times are structured to support social distancing and are closely supervised 	Y		
				<ul style="list-style-type: none"> The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents/carers. 	Y		
				<ul style="list-style-type: none"> Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. 	Y		
				<ul style="list-style-type: none"> Messages to parents/carers reinforce the importance of social distancing. 	Y		
				<ul style="list-style-type: none"> Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. 	Y		
				<ul style="list-style-type: none"> Arrangements for social distancing for pupils with SEN have been agreed and staff are clear on expectations. 	Y		

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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	4	2	8	<ul style="list-style-type: none">A plan for cleaning staff on return to school is agreed with cleaning staff prior to opening.	Y	Audit availability of cleaning staff and adapt/increase hours where required to ensure that all necessary areas of the school are cleaned to the required standard.	2
				<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 groupsfrequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleachthe regular cleaning of toilets	Y		
				<ul style="list-style-type: none">Working hours for cleaning staff are changed/ increased if required	Y		
28. The use of fabric chairs may increase the risk of the virus spreading	3	2	6	<ul style="list-style-type: none">Take fabric chairs out of use where possible.	Y	Audit furniture in all rooms and adapt/replace where needed	2
				<ul style="list-style-type: none">Where that is not possible then ensure chairs are limited to single person use.	Y		
29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4	2	8	<ul style="list-style-type: none">Follow DfE guidelines for number of pupils per toilet	Y	HT to review arrangements with each year group about toileting procedures	2
				<ul style="list-style-type: none">Queuing zones for toilets and hand washing have been established and are monitored.			
				<ul style="list-style-type: none">Floor markings are in place to enable enable reduction of contacts and maximising distance.	Y	Children to use the toilets in small groups under adult supervision.	
				<ul style="list-style-type: none">Pupils know that they can only use the toilet one at a time.	Y		
				<ul style="list-style-type: none">Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.	Y	Appropriate queuing points to be marked on floors/walls	
				<ul style="list-style-type: none">The toilets are cleaned frequently.	Y		
				<ul style="list-style-type: none">Monitoring ensures a constant supply of soap and paper towels	Y	Regular reminders of good hygiene practice	

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				<ul style="list-style-type: none"> Bins are emptied regularly. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 	Y Y	Toilets cleaned three times every day	
30. Fire procedures are not appropriate to cover new arrangements	4	2	8	<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 Staff and pupils have been briefed on any new evacuation procedures Incident controller and fire marshals have been trained and briefed appropriately. 	Y Y Y	Fire procedures will be regularly reviewed but are likely to remain the same.	8
31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	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 maximising distance measures e.g. bubble muster points 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 	Y Y Y	Routes and site of evacuation points will allow for reduction of contacts and maximising distance HT to review regularly with site manager.	8
32. Fire marshals absent due to self-isolation	4	1	4	<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. 	Y	Rota includes availability of fire marshall at all times	4
33. All systems may	3	1	3	<ul style="list-style-type: none"> Government guidance is being implemented 	Y		3

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not be operational				<p>where appropriate, see following link: https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</p> <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		
34. Statutory compliance has not been completed due to reduced availability of contractors during lockdown	4	1	4	<ul style="list-style-type: none"> All statutory compliance is up to date. 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 Y	Water systems have been maintained and will continue to be flushed through regularly	4
35. Lack of good ventilation means that there is risk of transmission	3	2	6	<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 Y	Staff reminded to open windows and doors at the beginning of the day to ensure adequate ventilation. Fans provided where needed	6
36. Visitors to the site (including parents) add to the risk	4	2	8	<ul style="list-style-type: none"> Signage giving routes, procedures and 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 	Y Y Y	Visitors restricted to main office entrance. Hand sanitising station in place in office	8

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				touchscreen computer.		Parents and carers have been advised that they will not be allowed to enter the school building at any time. Office closed to parents and carers; all contact to be made by phone/email	
				<ul style="list-style-type: none"> Parents/carers 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		
				<ul style="list-style-type: none"> Consider holding SEN meetings such as Annual Reviews 'virtually' other start of term transition meetings 'virtually' 	Y	SEN and safeguarding meetings taking place virtually	
34. Contractors on-site whilst school is in operation may pose a risk to social distancing 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 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. 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. Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed. In addition to arrangements for COVID-19, normal contractor procedures are being applied and 	N/a	Contractors carrying out roofing works have been advised of school procedures. Daily health and safety meeting between contractors and site manager to ensure compliance.	8
					N/a	Contractors enter building only at pre-arranged times for meetings with site manager/HT. Reduction of contacts and maximising distance is maintained at all times.	
					N/a		
					N/a		

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				have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).			
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	2	6	<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. 	In progress	Full health and safety assessment has been carried out by the school	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		
				<ul style="list-style-type: none"> Staff, pupils, parents/carers and governors have been briefed accordingly. 	Y		
39. Curriculum/ Learning Environment	3	2	6	<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, positioning pupils back-to-back or side-to-side, avoiding 	Y	Guidance issued to staff about how to ensure that delivery of learning is safe	6

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				<p>sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in large groups such as classes, school choirs and ensembles, or school assemblies.</p> <ul style="list-style-type: none"> 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		
40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	2	8	<ul style="list-style-type: none"> Communications strategies for the following groups are in place: <ul style="list-style-type: none"> Staff (inc staff at breakfast club and after school activities) Pupils Parents/carers Governors/Trustees Local authority Health services Regional Schools Commissioner Professional associations Other partners Neighbouring schools/EY settings Highways department Parents/carers are communicated with to make sure they know: <ul style="list-style-type: none"> whether their child will be able to attend from the week commencing 2nd September what protective steps you're taking to make the school a low-risk place for their child what you need them to do (such as on drop off and collection) For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan 	In progress	<p>Staff and governors consulted on plans</p> <p>Letter sent to parents and carers on 20th May 2020.</p>	8
41. Pupils who are unable to attend school because	4	2	8	<ul style="list-style-type: none"> School is aware of current guidelines for shielding Parents/carers have been provided with clear guidance about acceptable reasons for non- 	Y	Inclusion Lead is in regular contact with families of relevant children to provide	8

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they are complying with clinical and/or public health advice are not receiving access to remote education				attendance and this is reinforced on a regular basis.		guidance and support	
				<ul style="list-style-type: none"> Parents/carers 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		
				<ul style="list-style-type: none"> The school, and parents/carers are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. 	Y		
				<ul style="list-style-type: none"> Schools have a regularly updated register of pupils with underlying health conditions. 	Y		
				<ul style="list-style-type: none"> Staff are available to ensure pupils at home continue to be provided with remote education 			
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	3	4	12	<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. 	Y	DSL has identified potentially vulnerable families and has been in regular contact	9
				<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	2 Learning mentors in school	
				<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	All staff sent information about how to support children who have suffered a bereavement	
				<ul style="list-style-type: none"> Resources/websites to support the mental health of pupils are provided. 	Y	Weekly virtual assembly focuses on supporting children's emotional wellbeing. Wellbeing week planned for all children from 1 st June	
43. The mental	3	3	9	<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. 	Y	School buys into Employee	6

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health of staff has been adversely affected during the period that the school has been closed, by the COVID-19 crisis in general and by having to adapt to a new way of teaching and learning				<ul style="list-style-type: none">Staff are encouraged to discuss any concerns that they have with members of the SLT – open door policy		Assistance Programme	
				<ul style="list-style-type: none">Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.	Y	DHT and AHT have called all staff to check that they are managing well	
				<ul style="list-style-type: none">Staff briefings and training have included content on wellbeing	Y	SLT leaders will be in regular contact with staff to check on mental wellbeing	
				<ul style="list-style-type: none">Staff briefings/training on wellbeing are provided.	Y		
				<ul style="list-style-type: none">Staff have been signposted to useful websites and resources.	Y		
44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	2	4	<ul style="list-style-type: none">The governing body continues to meet regularly via online platforms.	Y	Weekly contact between HT and Chair of GB	4
				<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	GB meetings continue virtually in which HT has provided updates of plans during lockdown	
				<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		
				<ul style="list-style-type: none">Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.	Y		
				<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		
45. Test and trace is not used effectively to help manage staffing	3	2	6	<ul style="list-style-type: none">Guidance on test and trace has been published.	Y	Guidance about test and trace will be distributed to all staff	6
				<ul style="list-style-type: none">The guidance has been explained to staff	N		
				<ul style="list-style-type: none">Post-testing and tracing support is available for	N		

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levels and support staff wellbeing				staff.			
46. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	2	8	<ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. 	Y	Daily register of key worker/vulnerable children in place	8
				<ul style="list-style-type: none"> 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	Teachers calling all pupils in their class every three weeks Tracking of use of virtual learning is monitored Staff attendance tracked Regular reminders of expectations about close monitoring of early symptoms has been communicated to parents/carers Staff clear about symptoms and expectations of procedures	
				<ul style="list-style-type: none"> Pupils, parents/carers 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	Staff clear about symptoms and expectations of procedures	
				<ul style="list-style-type: none"> A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. 	Y	All suspected cases have been reported to Public Health England and any guidance has been carefully followed.	
47. Staff, (inc breakfast club and after school activities staff) , pupils and parents/carers are not aware of the school's procedures (including on self-isolation and testing) should anyone display	4	2	8	<ul style="list-style-type: none"> Staff, pupils and parents/carers 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 parents/carers and staff have been alerted to the guidance issued by the DfE about procedures for managing people who have displayed symptoms	4
				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y		
				<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	Translators identified to support parents and carers for whom English is not their first language	

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symptoms of COVID-19							
48. Staff, pupils and parents/carers 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/carers 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	See above	4
				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y		
				<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		
49. Staff, parents and carers are not aware of recommendations on transport to and from school	4	2	8	<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		8