

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

**SCHOOL NAME: Kisharon Noé School**

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Sora Kopfstein - Headteacher	01.09.20	13.01.21	Staff, pupils, parents, visitors, volunteers, contractors
Sharon Mulish – Interim Headteacher	13.12.20		

**Addition to document: Number 50 Aerosol Generated Spray**

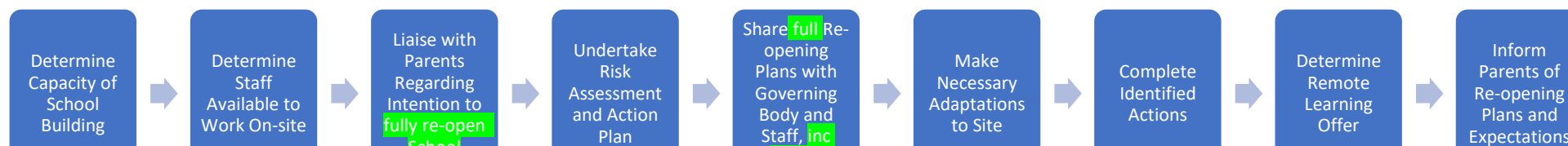
## Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the full re-opening of the school and ensure the school continues to operate in a safe way. This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

## Other Related Documents:

Relevant Existing Policies	Local Authority/Trust documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 20012 The Health Protection (Notification Regulations) 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' Existing Risk Assessment for school phased re-opening	Covid19 Education and Skills Service Strategy (April 2020)  Education and Skills Service Recovery Planning support for schools (May 2020)	<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a>  <a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings</a>  <a href="https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak</a>  <a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a>  <a href="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a>

## Suggested Steps of Re-opening Preparation:



## Risk matrix

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

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)
<b>A. Staffing Resources</b>							
1. Risk that there are Insufficient staff to support all the pupils to be in school	3	3	9	<ul style="list-style-type: none"> <li>Audit staff availability</li> </ul>	Y	<p><b>Will be re checked week before school opens</b></p> <p><b>It will be difficult to move staff between bubbles or to use short term agency staff This is a major concern and could result in partial closures</b></p>	8
				<ul style="list-style-type: none"> <li>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)</li> </ul>	partially	<p><b>Some individual staff RAs to be completed</b></p>	
				<ul style="list-style-type: none"> <li>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</li> </ul>	yes	<p><b>Planning to open with all classes unless a shortage of staff</b></p>	

				time. Organise home learning (education off site) for pupils when not on the premises.		<b>develops over the summer. Remote sessions would be reintroduced if required</b>	
				<ul style="list-style-type: none"> <li>Ensure flexible and responsive use of teaching assistants</li> </ul>	<b>yes</b>		
				<ul style="list-style-type: none"> <li>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</li> </ul>		<b>We will endeavour to provide continuity of staff as all our students have SEN including autism and complex medical needs. Therefore we will need to ensure that there is adequate suitably trained staff in each class to deal with medical emergencies and specialist feeding</b>	
				<ul style="list-style-type: none"> <li>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</li> </ul>	<b>yes</b>		
				<ul style="list-style-type: none"> <li>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)</li> </ul>	<b>yes</b>	<b>Staff will be deployed as required</b>	
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.	<b>3</b>	<b>3</b>	<b>9</b>	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>Full use is made of all qualified teachers</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>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</li> </ul>	<b>yes</b>	<b>Systems in place to report absence and to advise about testing</b>	<b>9</b>
					<b>yes</b>		
					<b>yes</b>	<b>However issue around moving TAs between bubbles</b>	
					<b>yes</b>	<b>Staff to be advised</b>	

				<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Yes</b>	<p><b>The blended model which was in place summer term 2 will be re-introduced.</b></p> <p><b>Individual students will be RAG rated to ensure those at most risk if they remain at home are prioritised for places after discussions with social workers</b></p>	
				<ul style="list-style-type: none"> <li>Where possible, ensure pupils with SEND are prioritised to be in school, -.</li> </ul>		<b>All pupils have EHCP priority will be around social need of family</b>	
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.				<ul style="list-style-type: none"> <li>Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.</li> </ul>		<b>We will continue to only use long term agency</b>	
				<ul style="list-style-type: none"> <li>Ensure visiting staff are aware of and adhere to distancing and hygiene measure and minimise contact to only pupils who need to be taught.</li> </ul>		<b>Will be part of their induction on arrival.</b>	
				<ul style="list-style-type: none"> <li>Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.</li> </ul>		<b>Will be done using Barnet staff Form</b>	
				<ul style="list-style-type: none"> <li>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.</li> </ul>		<b>NA</b>	
4. Risk of infection of <b>extremely clinically vulnerable</b> members of the household of a member of staff.	<b>4</b>	<b>3</b>	<b>12</b>	<ul style="list-style-type: none"> <li>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</li> </ul>		<b>To be completed with staff members before return</b>	<b>9</b>
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	<b>3</b>	<b>3</b>	<b>9</b>	<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>		<b>Chart of staff with appropriate qualifications being completed to ensure no gaps</b>	<b>9</b>

				<ul style="list-style-type: none"> <li>• Or remote support via another school, Academy Trust or the LA</li> </ul>		<b>If required</b>	
				<ul style="list-style-type: none"> <li>• Ensure First Aid certificates are up to date (previously extended for 3 months)</li> </ul>		<b>Checked and additional staff undergoing training where needed in August</b>	
				<ul style="list-style-type: none"> <li>• 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.</li> </ul>		<b>PPE is available staff understand that in some situations social distancing will not be possible</b>	
				<ul style="list-style-type: none"> <li>• Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>			
6. Risks to health and safety because staff are not trained in new procedures.	<b>3</b>	3	9	<ul style="list-style-type: none"> <li>• A revised staff handbook is issued to all staff prior to reopening.</li> <li>• Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include: <ul style="list-style-type: none"> <li>○ Infection control</li> <li>○ Fire safety and evacuation procedures</li> <li>○ Constructive behaviour management</li> <li>○ Safeguarding</li> <li>○ Risk management</li> </ul> </li> </ul>		<b>Being prepared for staff induction/INSET days</b>	<b>6</b>
						<b>Arranged Breakfast club will not be taking place at the start of the year as pupils attend from across the school and it will not be possible to have adequate staff. Also pupils will have staggered drop off times</b>	
7. Risk that staff who are extremely critically vulnerable are not identified and so measures have not been put in place to protect them.	<b>4</b>	2	8	<ul style="list-style-type: none"> <li>• 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.</li> <li>• All members of staff with underlying health issues have been instructed to make their condition or circumstances known to the school</li> </ul>		<b>Being carried out and these staff will have more limited contact with pupils. They are based in classes where they will not need to partake in personal care and pupils have better understanding of social distancing</b>	<b>8</b>
						<b>Done and ongoing</b>	

				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			
				<ul style="list-style-type: none"> <li>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</li> </ul>		Done	
				<ul style="list-style-type: none"> <li>Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable</li> </ul>		yes	
				<ul style="list-style-type: none"> <li>Current government guidance is being applied.</li> </ul>		yes	
<b>B. Teaching Spaces, the Learning and School Environment</b>							
8. Risk of transmission within the school building (this includes breakfast club and after school activities)	3	3	9	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>For Secondary:</p> <ul style="list-style-type: none"> <li>Audit accommodation in order to establish how many class groups and or year groups (no size restrictions) can be accommodated.</li> </ul>		<p><b>As a special school are classes are small max 8 pupils. Each class will be a separate bubble except for the 2 PMLD classes which will be a joint bubble</b></p> <p><b>Classrooms are large enough for pupils to be spread out. Classes have individual tables</b></p>	6
				<ul style="list-style-type: none"> <li>Take account of the unique needs of individual pupils, including those with SEN and the youngest children in the school.</li> <li>Pupils who have complex needs or who need close contact care: Their educational and care support should be provided as normal.</li> </ul>		<p><b>Their needs have been noted</b></p> <p><b>Staff are aware of this.</b></p>	
				<ul style="list-style-type: none"> <li>Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children.</li> </ul> <p>For Secondary</p>		<p><b>Where possible except for those with very complex needs</b></p>	

			<ul style="list-style-type: none"> <li>Classes/spaces remodelled to allow for adults to maintain a distance (ideally 2 metres) from pupils and other adults.</li> </ul>			
			<ul style="list-style-type: none"> <li>Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate.</li> </ul>			<b>Desks are being arranged forward facing</b>
			<ul style="list-style-type: none"> <li>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.</li> </ul>			<b>These are in place</b>
			<ul style="list-style-type: none"> <li>Clear signage displayed in classrooms promoting reduction of contacts and maximising distance</li> </ul>			<b>In place where appropriate</b>
			<ul style="list-style-type: none"> <li>Children stay with their own teacher/teaching assistant and where possible do not mix with other children ('bubble' model). This is particularly the case for pupils with SEN and younger children who are unable to adhere to reduction of contacts and maximising distance</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Pupils remain, subject allowing, in their designated learning space.</li> </ul>			<b>Staff will only be working in their own bubble</b>
			<ul style="list-style-type: none"> <li>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.</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>All staff should avoid face to face contact with pupils where possible. Clearly this may not be possible in certain situations e.g. supporting a child with SEN so implementing the appropriate System of Controls is extremely important.</li> </ul>			<b>Where possible due to the SEN</b>

				<ul style="list-style-type: none"> <li>• 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.</li> <li>• If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups</li> <li>• Schools should consult the guidance produced for summer holiday childcare, available at <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a> 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.</li> <li>• As with physical activity during the school day, contact sports should not take place.</li> </ul>		<p><b>NA</b></p> <p><b>Every effort is being made to maintain bubbles</b></p> <p><b>Noted</b></p>	
9. Risk of transmission in large spaces used as classrooms/teaching spaces	3	3	9	<ul style="list-style-type: none"> <li>• 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</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>• Class/year group 'bubbles' must not have contact with each other, this includes breaks, lunchtime. Pupils should be encouraged to practice reduction of contacts and maximising distance at all times.</li> </ul>		<b>See below</b>	6
				<ul style="list-style-type: none"> <li>• Large gatherings of more than one bubble should be avoided</li> </ul>		<b>The only time the hall will be used for more</b>	



						than 1 bubble is for lunch and only 3 classes at a time will use it with appropriate social distancing applied and food being brought to individual bubbles rather than queuing at the service hatch	
				<ul style="list-style-type: none"> <li>• Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart.</li> </ul>		Timetables are reflecting the need for bubbles not to have contact including in play areas, corridors, stairs etc.	
10. Risks of transmission during use of the outdoor learning environment for young children	3	3	9	<ul style="list-style-type: none"> <li>• Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces</li> </ul>		Younger children have their own designated play areas and will be allowed freedom to play with close staff supervision and the wiping down of shared equipment between pupils	6
				<ul style="list-style-type: none"> <li>• Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>		In place	
				<ul style="list-style-type: none"> <li>• Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>		Drinking fountain closed off and individual bottles available for pupils	
				<ul style="list-style-type: none"> <li>• Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances if shared between bubbles.</li> </ul>		NA	
				<ul style="list-style-type: none"> <li>• Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam</li> </ul>		The selection of equipment outside is limited with some pieces being placed in storage.	

				<ul style="list-style-type: none"> <li>Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available</li> </ul>		<b>Outdoor gym equipment, scooters and bikes available</b>	
				<ul style="list-style-type: none"> <li>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.</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Outside spaces are used by one bubble at a time or space is divided with clear demarcations. Limit interaction, sharing of rooms and social spaces between groups as much as possible.</li> </ul>		<b>Done – staff are aware of zoning</b>	
				<ul style="list-style-type: none"> <li>Where outside space must be shared arrangements for cleaning between bubbles are in place</li> </ul>		<b>We are planning to avoid bubbles sharing spaces.</b>	
				<ul style="list-style-type: none"> <li>Resources are limited to facilitate effective cleaning daily</li> </ul>		<b>Yes some resources are being stored</b>	
				<ul style="list-style-type: none"> <li>Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc for individual children to use, with their names or arrange for bikes to be wiped down by an adult, between use by the children</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Only equipment that can be washed easily can be used.</li> </ul>		<b>Will be used within bubbles and wiped down by staff between use.</b>	
				<ul style="list-style-type: none"> <li>Consider the removal or covering of areas which are difficult to clean such as mailable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them</li> </ul>		<b>Planting areas allocated to specific classes and pupils</b>	
11. Risk of staff having to move between groups	<b>3</b>	3	9	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>For Secondary</p>		<b>PPA Staff will be required to move between bubbles but will not assist individual students and will try to maintain 2m distance</b>	<b>6</b>

				<ul style="list-style-type: none"> <li>Where staff have to move between bubbles to deliver the school timetable they should maintain a 2-metre distance from pupils and colleagues.</li> </ul>		<p><b>between themselves and pupils and other staff where possible</b></p> <p><b>This also applies to group therapy sessions.</b></p>	
12. Risks of transmission due to movement around the school.	4	3	12	<ul style="list-style-type: none"> <li>Arrange for corridors to be one-way where possible</li> </ul>		<b>This is not possible but corridors are wide and classes will leave and return staggered</b>	9
				<ul style="list-style-type: none"> <li>Clear signage and markers for the youngest children</li> </ul>		<b>Where applicable due to SEN of students</b>	
				<ul style="list-style-type: none"> <li>Corridors are divided where feasible</li> </ul>		<b>Where feasible this will take place</b>	
				<ul style="list-style-type: none"> <li>Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible</li> </ul>		<b>Staggering through the day will be key to reducing the possibility of these problems. During the first week SLT will be monitoring all the movements around the school and adjusting plans as required</b>	
				<ul style="list-style-type: none"> <li>Movement of pupils and staff around the school is minimised</li> </ul>		<b>Timetables to reflect this</b>	
				<ul style="list-style-type: none"> <li>Pupils are reminded regularly of protocols for reduction of contacts and maximising distance</li> </ul>		<b>Will be part of daily social stories and circle times and before moving around school</b>	
				<ul style="list-style-type: none"> <li>Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance</li> </ul>		<b>Lunch rotas to reflect this. Staff to remain in own bubble and any other staff/volunteers to be allocated to only 1 bubble</b>	
13. Risk of transmission due to number of people near	4	3	12	<ul style="list-style-type: none"> <li>Start and departure times are staggered where possible</li> </ul>		<b>We plan to use staggered drop offs and pick ups and school is</b>	9

entrances and exits at the start and end of the school day.					<b>in communication with Barnet Transport and parents about this.</b>
				<ul style="list-style-type: none"> <li>Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces</li> </ul>	<b>Yes zoning in playground to be used</b>
				<ul style="list-style-type: none"> <li>Stagger time for SEN Transport drop offs and pick ups</li> </ul>	<b>Being arranged awaiting confirmation of number of buses</b>
				<ul style="list-style-type: none"> <li>Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department</li> </ul>	<b>The school has 1 exit and entrance. Site management staff will manage the flow of transport. Parents and SEN Transport have been asked if early to wait in side streets</b>
				<ul style="list-style-type: none"> <li>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</li> </ul>	<b>System devised which will involve calling staff to collect pupils using walkie talkies and class phones to prevent too many staff waiting for pupils at the same time. Pupils not to leave transport until a staff member is available to ensure handwashing before entering class</b>
				<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Parents have been informed that they will not be able to enter the building and social distancing must be maintained outside the school</b>
				<ul style="list-style-type: none"> <li>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</li> </ul>	<b>New pupils will be arriving at different time</b>

					<b>slots initially to support settling in</b>	
				<ul style="list-style-type: none"> <li>Identify drop off and pick up waiting areas that can reduce contacts and maximise distance</li> </ul>	<b>Identified</b>	
				<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>	<b>We have security to open gates and parents are aware of their time slots</b>	
				<ul style="list-style-type: none"> <li>Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes</li> </ul>	<b>Staff are aware and pupils will be informed during the school meet and greets on 3..9.20</b>	
				<ul style="list-style-type: none"> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating</li> </ul>	<b>Yes plan is in place</b>	
				<ul style="list-style-type: none"> <li><b>Floor markings visible to all to avoid queuing</b></li> </ul>		
				<ul style="list-style-type: none"> <li>Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>	<b>Parents have been advised</b>	
				<ul style="list-style-type: none"> <li>Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage</li> </ul>	<b>NA</b>	
				<ul style="list-style-type: none"> <li>Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space</li> </ul>	<b>In contact with Highways department</b>	
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	<b>3</b>	3	9	<ul style="list-style-type: none"> <li>Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>	<b>In parent COVID pack</b>	<b>6</b>
				<ul style="list-style-type: none"> <li>For those that have to drive, advice on places they should and should not pick up, drop off and park.</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Identify Sixth Form pupils that drive themselves to school/college, identify parking area/protocols.</li> </ul>	<b>In COVID pack</b>	

need for social distancing.				<ul style="list-style-type: none"> <li>• Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.</li> </ul>		<b>NA</b>	
				<ul style="list-style-type: none"> <li>• Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.</li> </ul>		<b>NA</b>	
				<ul style="list-style-type: none"> <li>• Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc.</li> </ul>			
				<ul style="list-style-type: none"> <li>• Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required.</li> </ul>			
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	<b>3</b>	4	12	<ul style="list-style-type: none"> <li>• Break and lunch times are staggered</li> </ul>		<b>Reflected in class timetables</b>	<b>9</b>
				<ul style="list-style-type: none"> <li>• External areas are designated for different groups</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>• Outside spaces are used by one bubble at a time or space is divided with clear demarcations</li> </ul>		<b>Arranged</b>	
				<ul style="list-style-type: none"> <li>• Pupils are reminded about the protocols of reduction of contacts and maximising distance before every break time</li> </ul>		<b>Where appropriate due to cognitive levels</b>	
				<ul style="list-style-type: none"> <li>• Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.</li> </ul>		<b>Staff ratios are adequate</b>	
16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	<b>3</b>	4	12	<ul style="list-style-type: none"> <li>• Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime</li> </ul>			<b>9</b>
				<ul style="list-style-type: none"> <li>• 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.</li> </ul>		<b>Where appropriate</b>	

				<ul style="list-style-type: none"> <li>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.</li> </ul>		<b>Yes in place tables and chairs to be arranged front facing</b>	
				<ul style="list-style-type: none"> <li>Floor markings are clear to avoid queues</li> </ul>			
				<ul style="list-style-type: none"> <li>Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces</li> </ul>		<b>In hall individual class trolleys of food</b>	
				<ul style="list-style-type: none"> <li>If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food</li> </ul>		<b>NA all pupils have school meals</b>	
				<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>		<b>Arranged</b>	
17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	<b>4</b>	<b>3</b>	<b>12</b>	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for the reduction of contacts and maximising distance</li> </ul>		<b>All staff offices have staff working side by side and not facing each other Alternate work spaces to be used Therapists to write up their notes at home after sessions where possible</b>	<b>9</b>
				<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>		<b>Yes</b>	
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	<b>3</b>	<b>3</b>	<b>9</b>	<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance provisions are in place for medical rooms</li> </ul>		<b>Only 1 pupil allowed in room.</b>	<b>6</b>
				<ul style="list-style-type: none"> <li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> </ul>		<b>Yes there are designated spaces</b>	
				<ul style="list-style-type: none"> <li>PPE available if staff dealing with pupil with symptoms</li> </ul>		<b>Available in these spaces</b>	
				<ul style="list-style-type: none"> <li>Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas</li> </ul>		<b>In place</b>	

19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	3	9	<ul style="list-style-type: none"> <li>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.</li> </ul>		<b>Parents have been informed about not coming into school. Visitors to be kept to absolute minimum at all times and then only with appointments or after school</b>	6
				<ul style="list-style-type: none"> <li>The maximising distance floor markings are clearly in place</li> </ul>			
				<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty</li> </ul>			
				<ul style="list-style-type: none"> <li>Non-essential visitors to school and deliveries are minimised</li> </ul>		<b>Deliveries will be accepted by security guard so no deliveries into reception area</b>	
				<ul style="list-style-type: none"> <li>Arrangements are in place for visitors to stay apart</li> </ul>		<b>In place if required – separate seating areas in reception and individual seating</b>	

### C. Hygiene and protective controls

20. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission.	3	3	9	<ul style="list-style-type: none"> <li>Ensure frequent hand cleaning and good respiratory hygiene practices</li> </ul>		<b>In place</b>	9
				<ul style="list-style-type: none"> <li>Regular cleaning</li> </ul>		<b>Cleaning throughout day by site assistant in communal areas and by staff in classrooms/therapy areas Daily thorough clean</b>	
				<ul style="list-style-type: none"> <li>Minimise contact and mixing (see above)</li> </ul>		<b>Bubbles to be maintained</b>	
				<ul style="list-style-type: none"> <li>See sections above re start and end of day arrangements, playtimes and break times</li> </ul>		<b>In place</b>	
21. Risk of staff or children with the virus coming into school	4	3	12	<ul style="list-style-type: none"> <li>Testing of staff or pupils – if school has home testing kits - give to any symptomatic staff or pupil when they are sent home. If not, ensure</li> </ul>		<b>We are looking to obtain testing kits for staff and pupils to use if</b>	9



with symptoms or when symptoms are not clear.				the staff/parents/pupils know the process to get tested.		<b>symptomatic. Parents and staff have also been given information for testing.</b>	
				<ul style="list-style-type: none"> <li>Ensure that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home</li> </ul>		<b>All are aware of latest procedures.</b>  <b>Reminders will be sent out regularly</b>	
				<ul style="list-style-type: none"> <li>Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>		<b>A room has been allocated for isolation need to a toilet which if used will be closed until cleaning has occurred. PPE and plastic chairs in room.</b>	
				<ul style="list-style-type: none"> <li>PPE on hand.</li> </ul>		<b>Available throughout building</b>	
				<ul style="list-style-type: none"> <li>Active engagement with NHS Test and Trace</li> </ul>		<b>As required</b>	
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"> <li>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.</li> </ul>		<b>Play areas have reduced equipment. No sand or small items. Larger play equipment to be wiped down by staff</b>	9
				<p>Establish arrangements for all frequently touched surfaces and equipment e.g.</p> <ul style="list-style-type: none"> <li>door handles</li> <li>handrails</li> <li>tabletops</li> <li>play equipment</li> <li>toys</li> <li>electronic devices (such as phones)</li> <li>specialist equipment, including equipment used by pupils with SEN</li> </ul>		<b>Communal areas – regular cleaning by site assistant. To include door handles stair railings toilets</b> <b>Classroom tables to be wiped down by staff. Pupils will have designated tables and chairs and specialist equipment.</b>  <b>Toys and IT devices will not be shared</b>	

				<ul style="list-style-type: none"> <li>When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.</li> </ul>		<p><b>Agree with cleaning company.</b>  <b>Unable to use bleach when pupils present so single use wipes will be used</b></p>	
				<ul style="list-style-type: none"> <li>Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.</li> </ul>		<p><b>Resources to remain in school</b></p>	
				<ul style="list-style-type: none"> <li>Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom.</li> </ul>		<p><b>Pupils to have individual pencil cases and work trays</b></p>	
				<ul style="list-style-type: none"> <li>Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books</li> </ul>		<p><b>In staff guidance for Covid</b></p>	
				<ul style="list-style-type: none"> <li>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.</li> </ul>		<p><b>In staff guidance reminders near equipment</b>  <b>Where washing not appropriate hand sanitisers in place.</b></p>	
				<ul style="list-style-type: none"> <li>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</li> </ul>		<p><b>In parent/carers guidance</b></p>	
23. Risk of virus spreading because the school has insufficient materials and equipment	4	2	8	<ul style="list-style-type: none"> <li>Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms</li> </ul>		<p><b>Meeting has taken place with supplier who has adequate stocks and can deliver with 24hrs. Large reserve stock already in school. New heating system so no concerns about adequate hot water</b></p>	8
				<ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>		<p><b>In place</b></p>	

				<ul style="list-style-type: none"> <li>Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,</li> </ul>		<b>In place</b>	
				<ul style="list-style-type: none"> <li>Bins to be double bagged and emptied</li> </ul>		<b>Staff and cleaners are aware of this</b>	
				<ul style="list-style-type: none"> <li>Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom</li> </ul>		<b>Provided</b>	
24. Provision and use of PPE for staff where required is not in line with government guidelines	<b>3</b>	2	6	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> </ul>		<b>Staff are aware of Govt guidance and adequate stocks of PPE in place</b>	<b>6</b>
				<ul style="list-style-type: none"> <li>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</li> </ul>		<b>Training to be provided during INSET week</b>	
				<ul style="list-style-type: none"> <li>Staff are reminded that the wearing of gloves is not a substitute for good handwashing</li> </ul>		<b>In staff handbook</b>	
25. Pupils forget to wash their hands regularly and frequently	<b>4</b>	3	12	<ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> </ul>		<b>In place</b>	<b>9</b>
				<ul style="list-style-type: none"> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.</li> </ul>		<b>Staff will be supervising our pupils all with SEN to ensure regular and efficient hand washing</b>	
				<ul style="list-style-type: none"> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>		<b>Senior Leadership team will be a strong presence at the start of term to monitor this</b>	
26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	<b>3</b>	3	9	<ul style="list-style-type: none"> <li>Clear messaging to pupils on the importance and reasons for reducing contacts and maximising distance is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those</li> </ul>		<b>As our pupils have SEN we will continue to use appropriate communication system for individual students as well as the arms extended to show 'space'</b>	<b>9</b>

			with Autism, use appropriate methods such as pictures/PECS and modelling.		<b>For our more cognitively able there will be daily social stories as well as those already sent home, floor markings and posters</b>
			<ul style="list-style-type: none"> <li>• Staff model reducing contacts and maximising distance consistently.</li> </ul>		<b>Staff will act as role models</b>
			<ul style="list-style-type: none"> <li>• The movement of pupils around the school is minimised.</li> </ul>		<b>Reflected in new timetables</b>
			<ul style="list-style-type: none"> <li>• Large gatherings are avoided inc assemblies</li> </ul>		<b>There will be no larger gatherings including assemblies which will be zoomed into individual classrooms</b>
			<ul style="list-style-type: none"> <li>• Break times and lunch times are structured to support the reduction of contacts and maximising distance and are closely supervised</li> </ul>		<b>A lunchtime rota is in place which reflects these points. High staff ratios at all breaks</b>
			<ul style="list-style-type: none"> <li>• The school's behaviour policy has been revised and sets out clearly the consequences for poor behaviour and deliberately breaking the rules and how the school will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules.</li> </ul>		<b>Whilst the new rules will be explained to some cognitively able students no sanctions will be in place</b>
			<ul style="list-style-type: none"> <li>• Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed.</li> </ul>		<b>These will be monitored and required actions taken</b>
			<ul style="list-style-type: none"> <li>• Messages to parents reinforce the importance of reduction of contacts and maximising distance</li> </ul>		<b>In parent/carer handbook</b>
			<ul style="list-style-type: none"> <li>• Arrangements for younger primary school children have been agreed and staff are clear on expectations.</li> </ul>		<b>Guidance for staff in place</b>
			<ul style="list-style-type: none"> <li>• Arrangements for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>		<b>Guidance for staff in place</b>

**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	3	12	<ul style="list-style-type: none"> <li>A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening.</li> </ul>	<p><b>Meeting has taken place with contracting agency and an enhanced cleaning plan prepared</b></p>	9
				<ul style="list-style-type: none"> <li>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"> <li>more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach</li> <li>the regular cleaning of toilets</li> </ul> </li> </ul>	<p><b>This includes using disposable wipes around the building, changing disposable gloves between rooms.</b></p> <p><b>Frequently touched surfaces will be cleaned by school staff during day and by cleaners after school</b></p> <p><b>Toilets to be cleaned during day</b></p>	
				<ul style="list-style-type: none"> <li>Working hours for cleaning staff are increased</li> </ul>	<p><b>As some parts of the school are not being used eg hydro pool and changing area this is not felt to be necessary at the moment but will be reviewed to ensure adequate time is allowed for thorough daily cleaning</b></p>	
28. The use of fabric chairs may increase the risk of the virus spreading	3	3	9	<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> </ul>	<p><b>None in classrooms and also no fabric bean bags in break out rooms. Minimal number in staff areas which will be spray cleaned through day.</b></p>	6
				<ul style="list-style-type: none"> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	<p><b>If necessary this will be done.</b></p>	

29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4	3	12	<ul style="list-style-type: none"> <li>Follow DfE guidelines for number of pupils per toilet</li> </ul>		<b>We have higher than the DfE recommended number of students and as our pupil all have SEN staff will be supervising visits so will be able to support students to maintain social distancing</b>	9
				<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> </ul>		<b>In place</b>	
				<ul style="list-style-type: none"> <li>Floor markings are in place to enable reduction of contacts and maximising distance.</li> </ul>		<b>In place</b>	
				<ul style="list-style-type: none"> <li>Pupils know that they can only use the toilet one at a time.</li> </ul>		<b>This will be explained to them where possible</b>	
				<ul style="list-style-type: none"> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> </ul>		<b>Usual policy</b>	
				<ul style="list-style-type: none"> <li>The toilets are cleaned frequently as laid out in the enhanced cleaning schedule</li> </ul>		<b>In schedule</b>	
				<ul style="list-style-type: none"> <li>Monitoring ensures a constant supply of soap and paper towels</li> </ul>		<b>Site management to monitor this</b>	
				<ul style="list-style-type: none"> <li>Bins are emptied regularly.</li> </ul>		<b>On schedule</b>	
				<ul style="list-style-type: none"> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>		<b>All students will be reminded and supervised</b>	
30. Fire procedures are not appropriate to cover new arrangements	4	3	12	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>Reduced numbers of pupils/staff</li> <li>Possible absence of fire marshals</li> <li>The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points</li> <li>A possible need for additional muster point(s) to enable reduction of contacts</li> </ul> </li> </ul>		<b>Additional fire wardens have been appointed</b>  <b>Zones for different bubbles have been created to reduce social distancing.</b>  <b>Stairs will be monitored by staff to try and</b>	9

				and maximising distance where possible		<b>maintain distance between classes</b>	
				<ul style="list-style-type: none"> <li>Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities)</li> </ul>		<b>Yes part of INSET week</b>	
				<ul style="list-style-type: none"> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>		<b>Done</b>	
31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	<b>4</b>	<b>3</b>	<b>12</b>	<ul style="list-style-type: none"> <li>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</li> <li>Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.</li> <li>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</li> </ul>		<b>In place</b>  <b>Teachers to review at start of term to include new students</b>  <b>We have to fire lifts which will be used only for those with mobility issues</b>	<b>9</b>
32. Fire marshals absent due to self-isolation	<b>4</b>	<b>3</b>	<b>12</b>	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>		<b>In place</b>	<b>9</b>
33. All systems may not be operational	<b>3</b>	<b>3</b>	<b>9</b>	<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate, see following link: <a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a></li> <li>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</li> </ul>		<b>New building with all equipment tested</b>  <b>All in place</b> <b>Site manager has received training from contractors in all of these</b>	<b>6</b>

				Ventilation systems			
34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	3	12	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> </ul>		Correct	6
				<ul style="list-style-type: none"> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>The following guidance has been followed where appropriate: <a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></li> </ul>		<p>In place</p> <p>Being followed</p>	
35. Lack of good ventilation means that there is risk of transmission	3	3	9	<ul style="list-style-type: none"> <li>Ensure good ventilation in classrooms and common areas e.g. through opening a window</li> </ul>		<p>The ventilation in all rooms has been checked and where windows have become stuck due to paint these have been fixed.</p> <p>It has been identified that additional ventilation in Reception class is required and this will be sorted before pupils return.</p>	6
				<ul style="list-style-type: none"> <li>Follow guidance in the following link:</li> <li><a href="#">air conditioning and ventilation during the coronavirus outbreak.</a></li> </ul>			
36. Visitors to the site (including parents) add to the risk	4	3	12	<ul style="list-style-type: none"> <li>Signage giving routes, procedures, entrances and exits to be followed.</li> </ul>		In place	9
				<ul style="list-style-type: none"> <li>Limit the external visitors to the school during school hours</li> </ul>		<p>Our policy is that unless urgent no visitors to school will be permitted during school hours and if permitted then they will be accompanied and may not enter any areas being used by pupils.</p>	
				<ul style="list-style-type: none"> <li>Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.</li> </ul>		<p>Visitors will be asked to sanitise their hands before using touch screens</p>	



				<ul style="list-style-type: none"> <li>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)</li> </ul>		<b>Parents are being informed of this in parent covid handbook</b>	
				<ul style="list-style-type: none"> <li>Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually'</li> </ul>		<b>We will continue to hold SEN meetings and annual reviews via zoom.</b>	
37. 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	<ul style="list-style-type: none"> <li>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.</li> </ul>		<b>We will make every endeavour to limit work on building. If non urgent then it will be delayed until half-term break</b>	9
				<ul style="list-style-type: none"> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe</li> </ul>		<b>In place</b>	
				<ul style="list-style-type: none"> <li>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.</li> </ul>		<b>Contractors have been given this information and will be reminded each time they need to come to the site</b>	
				<ul style="list-style-type: none"> <li>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.</li> </ul>		<b>This will be done if required.</b>	
				<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> </ul>		<b>In place</b>	
				<ul style="list-style-type: none"> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19</li> </ul>		<b>In place</b>	

				(including contractor risk assessments and method statements, and contractor induction).			
<b>E. General</b>							
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	3	9	<ul style="list-style-type: none"> <li>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.</li> </ul>		<b>These have all been updated for the new academic year and will be reviewed regularly to ensure they meet the new situation</b>	6
				<ul style="list-style-type: none"> <li>The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.</li> </ul>		<b>Prepared</b>	
				<ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>		<b>Yes through staff and parent handbooks. This RA has also been shared with trustees and staff</b>	
39. Curriculum/ Learning Environment				<ul style="list-style-type: none"> <li>Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place.</li> <li>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"> <li>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.</li> <li>In music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</li> </ul> </li> </ul>		<p><b>Off site activities will not be taking place including walking to local shops so increased PE will be on timetable to ensure daily physical activities.</b></p> <p><b>PE will be in small groups and equipment will be cleaned between groups</b></p> <p><b>Cross class therapy groups will not take place such as music therapy. Due to space this will be 1:1 for the moment or whole class in their classroom</b></p>	

				<p>Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		<b>Part of INSET week and staff handbook</b>	
40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	3	12	<ul style="list-style-type: none"> <li>• Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>○ Staff (inc staff at breakfast club and after school activities)</li> <li>○ Pupils</li> <li>○ Parents</li> <li>○ Governors/Trustees</li> <li>○ Local authority</li> <li>○ Health services</li> <li>○ Regional Schools Commissioner</li> <li>○ Professional associations</li> <li>○ Other partners</li> <li>○ Neighbouring schools/EY settings</li> <li>○ Highways department</li> </ul> </li> </ul>		<b>Communication in place as required</b>	9
				<ul style="list-style-type: none"> <li>• Parents are communicated with to make sure they know: <ul style="list-style-type: none"> <li>○ whether their child will be able to attend from 7th Sept</li> <li>○ what protective steps you're taking to make the school a low-risk place for their child</li> <li>○ what you need them to do (such as on drop off and collection)</li> </ul> </li> <li>• For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan</li> </ul>		<b>Discussions in place with individual carers/parents with clinically vulnerable pupils about return to school</b>	
41. Pupils who are unable to attend	4	3	12	<ul style="list-style-type: none"> <li>• School is aware of current guidelines for shielding</li> </ul>		<b>Correct</b>	9

school because they are complying with clinical and/or public health advice are not receiving access to remote education				<ul style="list-style-type: none"> <li>Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis.</li> </ul>		<b>Correct</b>	
				<ul style="list-style-type: none"> <li>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.</li> </ul>		<b>Correct</b>	
				<ul style="list-style-type: none"> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>		<b>In place</b>	
				<ul style="list-style-type: none"> <li>Staff are available to ensure pupils at home continue to be provided with remote education</li> </ul>		<b>If required zoom transmission of class lessons will be in place. This will be personalised if adequate staff available.</b>	
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	<b>2</b>	3	6	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> </ul>		<b>Large group of staff completed the Mental Health First Aid course and additional training where appropriate</b>	<b>6</b>
				<ul style="list-style-type: none"> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> </ul>		<b>Staff from pupil bubble will be available</b>	
				<ul style="list-style-type: none"> <li>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).</li> </ul>		<b>Took place during school partial closer and will continue. Will be adapted as pupils return and we become aware of any additional concerns</b>	
				<ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>		<b>Yes</b>	
43. The mental health of staff has been adversely affected during the period that the school has been	<b>3</b>	3	9	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> </ul>		<b>In place throughout pandemic</b>	<b>6</b>
				<ul style="list-style-type: none"> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> </ul>		<b>Yes</b>	

closed and by the COVID-19 crisis in general				<ul style="list-style-type: none"> <li>• Staff briefings and training have included content on wellbeing</li> </ul>		<b>Yes</b>	
				<ul style="list-style-type: none"> <li>• Staff briefings/training on wellbeing are provided.</li> </ul>		<b>Yes</b>	
				<ul style="list-style-type: none"> <li>• Staff have been signposted to useful websites and resources.</li> </ul>		<b>Yes</b>	
44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	<b>2</b>	<b>3</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• The governing body continues to meet regularly via online platforms.</li> </ul>		<b>In place</b>	<b>6</b>
				<ul style="list-style-type: none"> <li>• The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> </ul>		<b>In place</b>	
				<ul style="list-style-type: none"> <li>• 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.</li> </ul>		<b>Reports will include this</b>	
				<ul style="list-style-type: none"> <li>• Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> </ul>		<b>In place</b>	
				<ul style="list-style-type: none"> <li>• 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.</li> </ul>		<b>In place</b>	
45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	<b>3</b>	<b>3</b>	<b>9</b>	<ul style="list-style-type: none"> <li>• Guidance on test and trace has been published.</li> </ul>		<b>To be included in staff and parent handbooks</b>	<b>6</b>
				<ul style="list-style-type: none"> <li>• The guidance has been explained to staff</li> </ul>		<b>Included in staff INSET</b>	
				<ul style="list-style-type: none"> <li>• Post-testing and tracing support is available for staff.</li> </ul>		<b>In place by line managers</b>	
46. Infection transmission within school due to	<b>4</b>	<b>3</b>	<b>12</b>	<ul style="list-style-type: none"> <li>• Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> </ul>		<b>In place for September</b>	<b>9</b>

staff/pupils (or members of their household) displaying symptoms				<ul style="list-style-type: none"> <li>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.</li> </ul>		<b>To be followed</b>	
				<ul style="list-style-type: none"> <li>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 <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply</li> </ul>		<b>All are being provided with this information</b>	
				<ul style="list-style-type: none"> <li>A record of any COVID-19 symptoms in staff or pupils is reported to the local authority and, in the case of academies, the trust</li> </ul>		<b>This will be done.</b>	
47. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	4	3	12	<ul style="list-style-type: none"> <li>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.</li> </ul>		<b>In place but will be updated if any changes occur</b>	9
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>		<b>To take place</b>	
				<ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>		<b>This will be a priority</b>	
48. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school including test and trace	4	3	12	<ul style="list-style-type: none"> <li>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.</li> </ul>		<b>In parent handbook and reminder letters sent frequently</b>	9
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>		<b>To take place on return in September</b>	
				<ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>		<b>Will be done as required.</b>	

49. Staff, parents and carers are not aware of recommendations on transport to and from school	4	3	12	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures</li> </ul>		<p><b>School hours slightly changed to avoid peak time on public transport</b></p> <p><b>Staff if they need are being provided with masks for travelling safely on public transport which will need to be safely disposed of when arriving in school.</b></p>	8
50 . Aerosol Generated Spray .	3	2	6	<ul style="list-style-type: none"> <li>• Younger children and those with complex needs are helped with respiratory hygiene.</li> <li>• Hands are washed before and after eating , and after sneezing or coughing. Adults to support pupils who are not able to do so independently.</li> <li>• Visuals to be placed by all sinks to support pupils to understand how to wash their hands properly.</li> <li>• Children learn and practice these habits through games, songs, visuals and repetition .</li> <li>• Lidded pedal bins are provided in all rooms.</li> <li>• Children who bite, spit uncontrollably or use saliva as a sensory stimulant are supported . Adaptations made to individual pupils PBSP and oral sensory programmes explored.</li> <li>• Staff to wear PPE when supporting pupils who spit and play with their saliva. This may also include extra PPE such as face shield and goggles.</li> <li>• Staff to continuously clean surfaces with appropriate products where saliva is being spread. Staff to ensure that PPE is worn when doing this and disposed of safely.</li> </ul>		<p><b>-Teachers to add extra info into section 7 of individual pupils PBSP.</b></p> <p><b>-OT to support teachers with oral sensory programmes.</b></p> <p><b>-Protective arm guards and goggles to be purchased</b></p>	

				<ul style="list-style-type: none"><li>• If working with pupils who may bite then staff must wear protective coverings on their bodies.</li></ul>			