

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

SCHOOL NAME: ASHMOLE PRIMARY SCHOOL

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Chris Tofallis Head Teacher	9.7.20 Updated 17.11.20	On going	Staff, pupils, parents, governors, Trust, visitors, volunteers, contractors.

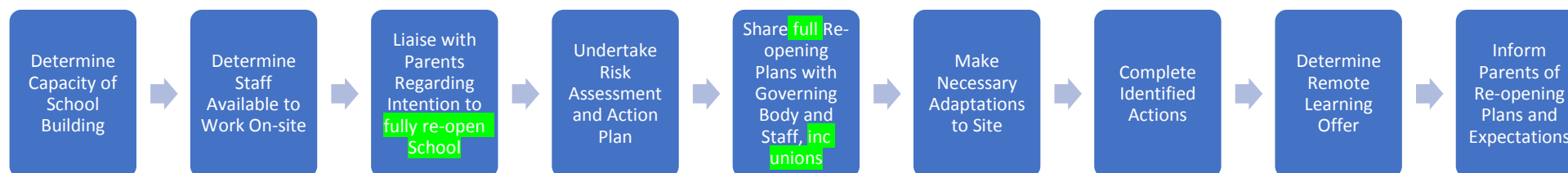
Purpose of this document:

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

Other Related Documents:

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

Suggested Steps of Re-opening Preparation:



Risk matrix

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

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
A. Staffing Resources							
1. Risk that there are Insufficient staff to support all the pupils to be in school	3	3	9	<ul style="list-style-type: none"> Audit staff availability 	Y	0 staff self- isolating for 14 days in November 2020.	9
				<ul style="list-style-type: none"> 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	All staff available and informed in regards to November 2020.	
				<ul style="list-style-type: none"> Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises. 	Y	School is open for all pupils from Reception to Year 4 (full for our 'new' school). No cohorts in Y5 and Y6 as yet. School opened 1.9.20. 30 pupils per class.	
				<ul style="list-style-type: none"> Ensure flexible and responsive use of teaching assistants 	Y	1 teacher per class along with the HLTAs and TAs supporting the classes as normal. 30 pupils in a class. Parents aware of classes for the year.	

			<ul style="list-style-type: none"> • Ensure there are sufficient support staff available to support those pupils who need a high level of support, including those with SEND whilst minimising changes in contact. Some pupils, for example those with Autism will need to be supported by the same adults, where possible 	Y	All SEN pupils with EHCP supported by SEN TAs from September 2020. All organised.
			<ul style="list-style-type: none"> • Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self-isolating due to test and trace 	Y	School follows government guidance on test and trace. Classes or even year groups may have to close down for 2 weeks if cases of the virus are detected. Schools will be supported by the government for testing in September and parents will be reminded of the importance to carry out an NHS test if needed.
			<ul style="list-style-type: none"> • Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school) and home learning (for those who are learning at home) 	Y	Online learning will be used via Google Classroom, Purple Mash, email and Zoom. Pupils will be encouraged to attend school again. All homework will be set via Google Classroom in the autumn term. Pupils unable to attend school for any valid long term reasons will have some access to the learning delivered at school. Teachers will support pupils in the event of any class/ year lockdowns.

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. 	Y	Online register in place. Staff register held in the office.	9
				<ul style="list-style-type: none"> Full use is made of all qualified teachers. 	Y	Teachers leading all their classes.	
				<ul style="list-style-type: none"> Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. 	Y	All classes set up and parents informed for the new academic year.	
				<ul style="list-style-type: none"> Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self-isolating due to test and trace 	Y	School follows government guidance on test and trace. Classes or even year groups may have to close down for 2 weeks if cases of the virus are detected. Schools will be supported by the government for testing in September and parents will be reminded of the importance to carry out an NHS test if needed. Staff and parents to be aware.	
				<ul style="list-style-type: none"> A clear rationale is in place for which pupils will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve. 	Y	School open Mon-Fri with slightly staggered times by 5-20 minutes to help avoid any congestion -full day of schooling. Home learning to be used in the event of any lockdown. Ongoing.	
<ul style="list-style-type: none"> Where possible, ensure pupils with SEND are prioritised to be in school, -. 	Y	All pupils returned to school as 'normal'. Any issues the school office will contact parents.					

3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	4	2	8	<ul style="list-style-type: none"> Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies. 	Y	No supply teachers used. School will use music teachers, sports coaches and two School Direct teachers. All visitors' temperature checked on entry. To monitor closely.	8
				<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. 	Y	Staff, pupils and volunteers to all undergo temperature checks on arrival. All aware of social distancing and hygiene measures.	
				<ul style="list-style-type: none"> Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor. 	Y	Individual risk assessment to be used where needed. All staff aware of the whole school risk assessment.	
				<ul style="list-style-type: none"> 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	Any trainees used to follow all set measures as all staff will do.	
4. Risk of infection of extremely clinically vulnerable members of the household of a member of staff.	4	2	8	<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 for individuals will be used for anyone that is extremely clinically vulnerable. Nov 20- 0.	8
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 	Y	There are enough staff present to cover these functions. All staff are first aid trained. School have 3 DSLs and SENCO role is well covered.	6
				<ul style="list-style-type: none"> Or remote support via another school, Academy Trust or the LA 	Y	Trust Safeguarding Lead based at the Academy as well.	

				<ul style="list-style-type: none"> • Ensure First Aid certificates are up to date (previously extended for 3 months) 	Y	All current staff employed July 2020 onwards are first aid trained for the next 2 years.	
				<ul style="list-style-type: none"> • Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals. 	Y	All staff aware of PPE guidance for administering First Aid. Community Room used as the Medical Area. Further first aid guidance was provided from the LA and all staff are aware. Welfare Officers aware of protocols.	
				<ul style="list-style-type: none"> • Programme of training for additional staff in place (e.g. Safeguarding) 	Y	Safeguarding training completed for all staff with new update held on 1.9.20 for everyone.	
6. Risks to health and safety because staff are not trained in new procedures.	3	2	6	<ul style="list-style-type: none"> • A revised staff handbook is issued to all staff prior to reopening. 	Y	Information shared with staff- including risk assessments and procedures. INSET meetings held in June 8.6.20 and 15.6.20 for updates along, as well as weekly LT and KS meetings. Further INSET on 1.9.20 and 2.9.20. School already opened for all classes over June and July 2020. HT briefing emails- weekly.	6
				<ul style="list-style-type: none"> • Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include: <ul style="list-style-type: none"> ○ Infection control ○ Fire safety and evacuation procedures ○ Constructive behaviour management 	Y	Information shared with staff- including risk assessments and procedures. INSET meetings held in June 8.6.20 and 15.6.20 for updates along, as well	

				<ul style="list-style-type: none"> ○ Safeguarding ○ Risk management 		<p>as weekly LT and KS meetings. INSET on 1.9.20 and 2.9.20. School had already been open for all our classes over June and July 2020. New Induction folders in Sep 2020 including- updated Fire Safety and evacuation procedures for Sep 20; new Safeguarding Policy. Breakfast and After School Clubs opened on 21st September for Y1-4 in 'year group bubbles'. Rec BASC opened after half term. Groups are held in separate locations for each year.</p>	
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	<p>Records of staff are kept in the office/ HR. Information shared in letters to the relevant staff. All staff are currently able to work at school.</p>	8
				<ul style="list-style-type: none"> • All members of staff with underlying health issues have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated 	Y	<p>Records of staff are kept in the office/ HR. Information shared in letters to the relevant staff. All staff are currently able to work at school.</p>	
				<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 	Y	<p>Records of staff are kept in the office/ HR.</p>	

				of their GP/consultant/midwife or current government advice		Information shared in letters to the relevant staff. All staff are currently able to work at school.	
				<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	Letters to staff sent from HT and shared via email. Records kept with HR.	
				<ul style="list-style-type: none"> Current government guidance is being applied. 	Y	School receives weekly government updates and acts on guidance and shares with staff.	
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	3	9	<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. <p>For Secondary:</p> <ul style="list-style-type: none"> Audit accommodation in order to establish how many class groups and or year groups (no size restrictions) can be accommodated. 	Y	<p>Audit carried out- Primary - All classes from Rec-Y4 returned to school with 30 pupils per class. Class bubbles used but year groups will be monitored due to the close vicinity. Social distancing of 1m+/2m encouraged for everyone where possible but the key message from the government is to aim to keep separate class bubbles. To monitor any impact of the reintroduction of BC/ASC.</p> <p>Occupied spaces are kept well ventilated:</p> <ul style="list-style-type: none"> -air ventilation units, adjusted to increase the ventilation rate - natural ventilation, opening windows, to 	9

						provide constant background ventilation (and where possible opened more fully during breaks).
				<ul style="list-style-type: none"> Take account of the unique needs of individual pupils, including those with SEN and the youngest children in the school. Pupils who have complex needs or who need close contact care: Their educational and care support should be provided as normal. 	Y	All pupils, including those in Reception, SEN or with complex needs will be supported as normal. SENCO and teachers all aware.
				<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. <p>For Secondary</p> <ul style="list-style-type: none"> Classes/spaces remodelled to allow for adults to maintain a distance (ideally 2 metres) from pupils and other adults. 	Y	Class desks to face forward and be separated but pupils will sit together and as per government guidelines will not always be 2m apart in class as they will stay within their class bubble. Classes will consist of 30 pupils. Pupils will be able to eat in the hall but only with their class bubbles- half the hall at a time.
				<ul style="list-style-type: none"> Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate. 	Y	All desks front facing but Reception and Y1 returned with children closer together as they will remain in their bubble with social distancing encouraged as much as possible. For the younger children they will have to sit near each other when on the carpet or at tables. All pupils will be social distancing from the class teacher and

						support staff as much a possible within reason.
				<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	Protocols already shared with pupils attending school in June and July but this was reinforced from September 2020 for the whole school. Letters/photos to parents; pupils reminded in class; 121 SEN TAs to reinforce this.
				<ul style="list-style-type: none"> • Clear signage displayed in classrooms promoting reduction of contacts and maximising distance 	Y	Posters and signage clearly displayed- 1/ 2m apart signs still encouraged for walking around the school.
				<ul style="list-style-type: none"> • Children stay with their own teacher/teaching assistant and where possible do not mix with other children ('bubble' model). This is particularly the case for pupils with SEN and younger children who are unable to adhere to reduction of contacts and maximising distance <p>For Secondary</p> <ul style="list-style-type: none"> • Pupils remain, subject allowing, in their designated learning space. 	Y	Explained to parents in HT letters.
				<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. <p>For Secondary</p> <ul style="list-style-type: none"> • 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. 	Y	
				<ul style="list-style-type: none"> • For breakfast and after school clubs schools should carefully consider how they can make such provision work alongside their wider 	Y	Breakfast and After School Club opened for Y1-4 on 21.9.20 and for

				<p>protective measures, including keeping children within their year groups or bubbles where possible.</p> <ul style="list-style-type: none"> • 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>Rec after half term. The clubs are held in year groups- eg. Y1/2 in the Hall- half Y1 and half Y2. Y3 and Y4 will be housed on the first floor in the two Y5 classrooms. Rec will be in Rec classrooms. This will allow for year group bubbles to stay in place. School clubs will be limited with the school BC/ ASC the first club to restart eventually. Sports clubs are held in small year groups.</p> <p>No contact sports to take place at present until further guidance.</p>	
9. Risk of transmission in large spaces used as classrooms/ teaching spaces	3	3	9	<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 <p>For Secondary</p> <ul style="list-style-type: none"> • 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. 	Y	<p>Up to 60 pupils in the dining hall at any one time for lunch. 30/30 split with cleaning taking place before new groups enter.</p> <p>PE hall- up to 30 pupils, Classes – 30 pupils with separate breaks and lunchtimes for the classes/ year groups in own zones.</p> <p>No KS assemblies in hall. To be carried out via laptop either recorded or streamed to the classes. No presentations or shows.</p>	9

				<ul style="list-style-type: none"> Large gatherings of more than one bubble should be avoided 	Y	Classes to remain separate but we will monitor year group activities over the term. Increased ventilation – see above p8.	
				<ul style="list-style-type: none"> Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart. 	Y	Hall, Lunch, PE timetables, IT all updated to ensure groups are apart. Areas explained to parents in HT letters.	
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 	Y	Important to keep class bubbles separate but the whole year group will be monitored due to their close proximity, use of facilities and toilets.	6
				<ul style="list-style-type: none"> Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside 	Y	Posters on display. Hand sanitisers to be used outside as well.	
				<ul style="list-style-type: none"> Close down drinking fountains and make arrangements for individual water bottles for children 	Y	No drinking fountains- just to use water bottles.	
				<ul style="list-style-type: none"> Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances if shared between bubbles. 	Y	Climbing frames will be able to be used in September- Reception can use the slide on a weekly rota; Y1 and Y2 can use the climbing frames on a weekly rota (Mon-Fri).	
				<ul style="list-style-type: none"> Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam 	Y	No small plastic toys to be used. Any toys used will be sanitised.	

			<ul style="list-style-type: none"> Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available 	Y	PE lessons in place weekly with children able to come to school in their PE kits on certain days.
			<ul style="list-style-type: none"> Outside spaces are divided and demarked for class groups of children to use to facilitate children staying in their groups. Where this is not possible year groups may form a larger bubble. 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. 	Y	<p>Already in place in June and July.</p> <p>Rec- EYFS outdoor area</p> <p>Y1/2 – areas outside their class</p> <p>Y3/4 - MUGA</p>
			<ul style="list-style-type: none"> Where outside space must be shared arrangements for cleaning between bubbles are in place 	Y	Reception will share an open space with no cleaning required. Y3/4 to share open MUGA with again no cleaning required. Field spaces to also be used when necessary.
			<ul style="list-style-type: none"> Resources are limited to facilitate effective cleaning daily 	Y	
			<ul style="list-style-type: none"> Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc for individual children to use, with their names or arrange for bikes to be wiped down by an adult, between use by the children. Only equipment that can be washed easily can be used. 	Y	Held in bike shelter or EYFS area.
			<ul style="list-style-type: none"> Consider the removal or covering of areas which are difficult to clean such as mailable materials and planting areas. Consider replacing with individual resources which can 	Y	

				be replaced when each child has finished using them			
11. Risk of staff having to move between groups	3	3	9	<ul style="list-style-type: none"> Where staff have to move between bubbles to deliver the school timetable they should try to reduce contacts and maximise distance, keeping an ideal distance of 2 metres from pupils and staff where possible. Where staff have to move between bubbles to deliver the school timetable they should maintain a 2-metre distance from pupils and colleagues. 	Y	Social distancing encouraged and in place.	9
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 possible 	Y	Signs in place but there will not be regular movement in the corridors except for lunchtimes.	8
				<ul style="list-style-type: none"> Clear signage and markers for the youngest children 	Y	Signs already in place in June and July.	
				<ul style="list-style-type: none"> Corridors are divided where feasible 	na	Signs in place and reminders of social distancing for 2m.	
				<ul style="list-style-type: none"> Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible 	Y	Signs on stairs and outside areas. Movement of groups will be staggered in the day.	
				<ul style="list-style-type: none"> Movement of pupils and staff around the school is minimised 	Y	Toilet breaks- 1 at a time per cubical per class. Lunchtimes held at different times.	
				<ul style="list-style-type: none"> Pupils are reminded regularly of protocols for reduction of contacts and maximising distance 	Y	Daily briefings and posters all on display in school. TV screen with messages at the front of the office.	
				<ul style="list-style-type: none"> Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance 	Y	Playground rotas to be adjusted to allow for	

						class/ year group separations.	
13. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	2	8	<ul style="list-style-type: none"> Start and departure times are staggered where possible 	Y	Rec 8.45am-3.10pm Y1/2 8.50am-3.15pm Y3/4 9am- 3.35pm Lunchtimes at different times from 11am-1.30pm. Shared with staff and parents from Sep 20. All parents and carers to wear masks/ face coverings on drop offs and pick up times. Duty staff to also do this outside- HT letter.	8
				<ul style="list-style-type: none"> Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces 	Y	Playground all set up - system to be used for September with a one way system in place for all parents and children and different entrances for each class.	
				<ul style="list-style-type: none"> Stagger time for SEN Transport drop offs and pick ups 	Y	Use of staff car park to help with any disability issues.	
				<ul style="list-style-type: none"> Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department 	na	1 main entrance only to enter school (double gate) but Reception, Y1/2 and Y3/4 all have separate entrances and exits for their class areas and slightly different times to start and finish.	
				<ul style="list-style-type: none"> Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom 	Y	Box junction in place for every class door with 2m distance. Lining up ordering set up with class doors open at set	

						times to welcome pupils.
				<ul style="list-style-type: none"> Unless essential, do not allow parent/carers to enter the buildings to drop off or collect children. If parents do need to enter the building ensure they have an understanding of the procedures in order to keep everyone safe. Do not allow gathering at the school gates to talk to other parents. 	Y	<p>Parents all aware of this.</p> <p>New Reception pupils given time to settle into school life- now pupils are in full time.</p>
				<ul style="list-style-type: none"> Consider special arrangements for settling children who are new to the school to enable the reduction of contacts and maximising of distance from parents where possible 	Y	<p>Face coverings/ masks compulsory and essential for parents and carers outside in the playground during waiting times. Staff to also follow this guideline during all drop offs and pick ups.</p>
				<ul style="list-style-type: none"> Identify drop off and pick up waiting areas that can reduce contacts and maximise distance 	Y	<p>Outside the classroom areas and shared with all parents.</p>
				<ul style="list-style-type: none"> Extend gate/entrance opening times to prevent queueing 	Y	<p>Staggered times with entrances given 2m wait area.</p>
				<ul style="list-style-type: none"> Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes 	Y	<p>All set up and shared with parents- reminders for parents in newsletters. Parents and Carers to wear face coverings/ masks for all pickups and drop offs from mid Sep 20- HT letter. Compulsory from Nov 20.</p>
				<ul style="list-style-type: none"> A plan is in place for managing the movement of people on arrival to avoid groups of people congregating 	Y	<p>One way walking system in place as in the summer term with the Caretaker, HT and support staff on duty to</p>

						ensure no large crowds gather.	
				<ul style="list-style-type: none"> Floor markings visible to all to avoid queuing 	Y	Markings in place since June.	
				<ul style="list-style-type: none"> Parents given advice on walking/cycling to school, avoiding public transport and minimising driving 	Y	Newsletters and HT Updates. Online learning.	
				<ul style="list-style-type: none"> Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage 	Y	Newsletters and HT Updates. Online learning.	
				<ul style="list-style-type: none"> Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space 	na	Markings and poster outside the school in regards to social distancing and awareness.	
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	School video sent out to all parents. Newsletter information.	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	School video sent out to all parents. Newsletter information.	
				<ul style="list-style-type: none"> Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families. 	na	This will be in place for Y5 and Y6 pupils. Y3 pupils to wait in MUGA- met by a member of staff and then parents can go. Once parents see staff on duty they can then exit the playground area.	
				<ul style="list-style-type: none"> Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented. 	na		

				<ul style="list-style-type: none"> • Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc. 	Y	School liaises with Barnet Highways and School Travel Plan Team.	
				<ul style="list-style-type: none"> • Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required. 	na	New signs and railings and work to be completed in next school holidays – delayed by Covid-19. Awaiting completion by Barnet Highways.	
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	2	6	<ul style="list-style-type: none"> • Break and lunch times are staggered 	Y	Lunch held from 11-1.30pm for the classes so staggered with each class having 30 minutes in the hall. Playtimes separate and in different zones.	6
				<ul style="list-style-type: none"> • External areas are designated for different groups • Outside spaces are used by one bubble at a time or space is divided with clear demarcations 	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	Reminders in class and in letters.	
				<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	Each class has a teacher and a HLTA/ TA along with a SEN TA where required.	
16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	3	2	6	<ul style="list-style-type: none"> • Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime 	Y	Lunch held from 11-1.30pm for the classes so staggered with each class having 30 minutes in the hall. Playtimes separate and in different zones.	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	Hand sanitisers available in class.	
				<ul style="list-style-type: none"> Dining room areas and other spaces are configured to ensure the reduction of contacts and maximising distance measures are in place when the children eat. Where possible children will be front facing and facing the same direction i.e. not face to face. 	Y	Hall divided in two – to accommodate 2 classes at time to eat. Pupils spread out in the hall – to avoid face to face in seating where possible but eating arrangements will still be done in class groups only.	
				<ul style="list-style-type: none"> Floor markings are clear to avoid queues 	Y	Food to be brought to the children where possible to avoid queuing.	
				<ul style="list-style-type: none"> Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces 	Y	Children to eat a hot meal in the section of the hall. One year group at a time.	
				<ul style="list-style-type: none"> If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food 	Y	Pupils are not allowed to share any food at any time at school.	
				<ul style="list-style-type: none"> Eating areas are thoroughly cleaned after lunchtime 	Y	Staff to clean and prepare for each session.	
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 the reduction of contacts and maximising distance 	Y	Staff lunch rota in place with max amount of adults permitted in one time. Staff to be aware and clean the staffroom microwave and office kettle. Use of regular cleaning, hand hygiene following touching equipment. Office areas	8

						have 2m social distancing measures in place. No over-crowding permitted in the staff room.	
				• Staff have been briefed on the use of these rooms	Y	Staff INSET.	
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	2	6	• Reduction of contacts and maximising distance provisions are in place for medical rooms	Y	The Community Room is the new main Medical Room.	6
				• Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged	Y	The Community Room	
				• PPE available if staff dealing with pupil with symptoms	Y	Stored with the Caretaker and in classes.	
				• Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas	Y	Cleaning regime in place for 4hrs am and 4hrs pm each day monitored by the Caretaker. Extra lunchtime cleaning for at least half an hour.	
19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	2	6	• Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school.	Y	HT Updates and teacher updates.	6
				• The maximising distance floor markings are clearly in place	Y	Visible across the school.	
				• Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty	Y	Office staff aware.	
				• Non-essential visitors to school and deliveries are minimised	Y	Office staff aware.	
				• Arrangements are in place for visitors to stay apart	Y	Office staff aware.	
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	• Ensure frequent hand cleaning and good respiratory hygiene practices	Y	Practices in place in the summer term to continue in the autumn term and beyond.	9
				• Regular cleaning	Y	Cleaners in am and pm each day for 8 hours.	
				• 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 or when symptoms are not clear.	4	2	8	• Testing of staff or pupils – if school has home testing kits - give to any symptomatic staff or pupil when they are sent home. If not, ensure the staff/parents/pupils know the process to get tested.	Y	Parents and staff are aware of testing arrangement if anyone shows symptoms of coronavirus and is sent home- in letters/ newsletters. Government to support schools with testing kits in Sep 20. 10 Testing kits received. All classes have access to thermometers.	8
				• 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	Y		
				• Make arrangements to isolate anyone with symptoms and have clear guidance and protocols	Y	Community Room used for isolation.	
				• PPE on hand.	Y		
				• Active engagement with NHS Test and Trace	Y	To follow government guidelines on this.	
22. Risk of the virus spreading via surfaces in the school unless	4	2	8	• Consideration should be given regarding the continued use of items that are frequently used by multiple children that are not essential and	Y	Enhanced cleaning regime in place led by the Caretaker.	8

there is regular cleaning			difficult to keep clean, for example outdoor play equipment.		
			<p>Establish arrangements for all frequently touched surfaces and equipment e.g.</p> <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 		Enhanced cleaning regime in place led by the Caretaker.
			<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 that are taken home by staff and pupils and limit the exchange of such resources. 	Y	Staff aware. Resources set out for class. Wipes are also available next to photocopiers.
			<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	Children to have own trays with own table and chair.
			<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	Staff aware.
			<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	Parents aware.

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	Monitored daily. Every classroom has access to wipes.	8
				<ul style="list-style-type: none"> Use of hand sanitisers at appropriate locations 	Y		
				<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	Emptied and double bagged for any possible contamination.	
				<ul style="list-style-type: none"> Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom 	Y	Posters on display.	
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	Not compulsory to wear PPE but visors, face masks, aprons, gloves, hand sanitisers all in place. Mores staff using these as extra precautions- compulsory for duty staff outside.	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	Caretaker induction already carried out- repeated for new staff in Sep 20.	
				<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	TV screen includes hygiene messages outside the school office.	8
				<ul style="list-style-type: none"> Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class. 	Y		

				<ul style="list-style-type: none"> School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Y	Class rules to include social distancing measures and reminders about set class groups.	
26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	3	2	6	<ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for reducing contacts and maximising distance is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling. 	Y	Class rules to include social distancing measures and reminders about set class groups.	6
				<ul style="list-style-type: none"> Staff model reducing contacts and maximising distance 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 inc assemblies 	Y	Laptops to be used for leading assemblies online, from an office space.	
				<ul style="list-style-type: none"> Break times and lunch times are structured to support the reduction of contacts and maximising distance and are closely supervised 	Y		
				<ul style="list-style-type: none"> The school's behaviour policy has been revised and sets out clearly the consequences for poor behaviour and deliberately breaking the rules and how the school will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. 	Y	HT reminded parents that behaviour policy includes the rules on social distancing.	
				<ul style="list-style-type: none"> Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed. 	Y	LT meeting feedback. KS meetings.	

				<ul style="list-style-type: none"> Messages to parents reinforce the importance of reduction of contacts and maximising distance 	Y		
				<ul style="list-style-type: none"> Arrangements for younger primary school children have been agreed and staff are clear on expectations. 	Y	Role of DHT and EYFS leader.	
				<ul style="list-style-type: none"> Arrangements for pupils with SEN have been agreed and staff are clear on expectations. 	Y	Role of SENCO	
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 (including any deep cleans) is agreed with contracting agencies prior to opening. An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include: <ul style="list-style-type: none"> more frequent cleaning of rooms / shared areas that are used by different groups frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach the regular cleaning of toilets 	Y	Deep clean in the summer term ready for start of September.	8
				<ul style="list-style-type: none"> Working hours for cleaning staff are increased 	Y	8hrs a day.	
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. 	na	Adults to avoid any fabric chairs. Teachers assigned chairs that are not be shared between others in the classroom.	6
				<ul style="list-style-type: none"> Where that is not possible then ensure chairs are limited to single person use. 	Y	Teachers assigned chairs that are not be shared between others in the classroom.	
29. Queues for toilets and handwashing risk	4	2	8	<ul style="list-style-type: none"> Follow DfE guidelines for number of pupils per toilet 	Y		8

<p>non-compliance with reduction of contacts and maximising distance measures</p>				<ul style="list-style-type: none"> • Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings are in place to enable reduction of contacts and maximising distance. • Pupils know that they can only use the toilet one at a time. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently as laid out in the enhanced cleaning schedule • Monitoring ensures a constant supply of soap and paper towels • Bins are emptied regularly. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>No queues. 1 in one out per toilet.</p> <p></p> <p></p> <p></p> <p>AM and PM</p> <p>Role of Caretaker and cleaners.</p> <p></p> <p></p>	
<p>30. Fire procedures are not appropriate to cover new arrangements</p>	<p>4</p>	<p>2</p>	<p>8</p>	<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 (inc breakfast club and after school activities) 	<p>Y</p> <p>Y</p>	<p>Revised for Sep 2020.</p> <p>Staff log into and sign out the building via the ipad. Hand sanitiser present and thermometer checks used daily.</p> <p>Same procedures in place in regards to waiting areas for evacuation. Once outside to stay in line but with some social distancing. Groups to be further apart.</p>	<p>8</p>

				<ul style="list-style-type: none"> Incident controller and fire marshals have been trained and briefed appropriately. 	Y	New staff induction 1.9.20 and 2.9.20 with fire marshal updates.	
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 	Y	Once lined up all pupils and staff to remain in class groups and spread out as much as reasonably possible in an emergency evacuation. Fire Marshals to check all areas during evacuation.	8
				<ul style="list-style-type: none"> Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons. 	na		
				<ul style="list-style-type: none"> 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		
32. Fire marshals absent due to self-isolation	4	2	8	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	Y	Sep 2020 rota in place.	8
33. All systems may not be operational	3	1	3	<ul style="list-style-type: none"> Government guidance is being implemented where appropriate, see following link: https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown 	Y	Checked weekly.	3
				<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 the reduced availability of contractors during lockdown	4	1	4	<ul style="list-style-type: none"> All statutory compliance is up to date. 	Y		4
				<ul style="list-style-type: none"> Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	Y	Water checks are all up to date.	

				<ul style="list-style-type: none"> The following guidance has been followed where appropriate: https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm 			
35. Lack of good ventilation means that there is risk of transmission	4	1	4	<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	<p>Classes very well ventilated. Occupied spaces are kept well ventilated:</p> <ul style="list-style-type: none"> -air ventilation units, adjusted to increase the ventilation rate - natural ventilation, opening windows, to provide constant background ventilation (and where possible opened more fully during breaks). 	4
36. Visitors to the site (including parents) add to the risk	4	2	8	<ul style="list-style-type: none"> Signage giving routes, procedures, entrances and exits to be followed. 	Y	All signage and routes clear.	8
				<ul style="list-style-type: none"> Limit the external visitors to the school during school hours 	Y	Staff to sign in with the Ipad and to use hand sanitiser and thermometer check. One way system for walking around the school in place.	
				<ul style="list-style-type: none"> Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer. 	Y	Visitors sign in with iPad and hand sanitiser and use of thermometer checks.	
				<ul style="list-style-type: none"> Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable) 	Y	Parents should email or call the office instead.	

				<ul style="list-style-type: none"> Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually' 	Y	SENCO to hold virtual meetings if needed.	
37. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4	2	8	<ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. 	Y	Contractors have to wear face coverings/ masks on site.	8
				<ul style="list-style-type: none"> An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe 	Y		
				<ul style="list-style-type: none"> Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective reduction of contacts and maximising distance is maintained at all times. 	Y		
				<ul style="list-style-type: none"> Alternative arrangements have been considered such as using a different entrance and exit for contractors and organising classes so that contractors and staff/pupils are kept apart. 	Y		
				<ul style="list-style-type: none"> Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed. 	Y		
				<ul style="list-style-type: none"> In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). 	Y	Caretaker to monitor any onsite workers and temperature checks will be taken. Any work carried out will not be near children and will aim to take place in holiday time or after school time hours where possible. Caretaker to induct any new contractors.	
E. General							

<p>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</p>	<p>3</p>	<p>1</p>	<p>3</p>	<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. The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure. Staff, pupils, parents and governors have been briefed accordingly. 	<p>Y</p>	<p>Policies all updated and relevant for Sep 2020. Safeguarding, Health and Safety, Fire Evacuation, Medical, Behaviour and Attendance all relevant for the children attending. Attendances logged.</p>	<p>3</p>
<p>39. Curriculum/ Learning Environment</p>	<p>3</p>	<p>1</p>	<p>3</p>	<ul style="list-style-type: none"> Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place. Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.: <ul style="list-style-type: none"> - in PE pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. - In music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school 	<p>Y</p>	<p>Lessons have returned to some normality in September. Inclusion of PSHE to settle children into school life, English, Maths and other parts of the curriculum- broad and balanced. Outdoor learning and PE promoted. Pupils' work is marked. Pupils to have a baseline assessment at the start of the new term.</p> <p>121 Music lessons will eventually restart in due course.</p>	<p>3</p>

				<p>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. 			
40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	1	4	<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 ○ Governors/Trustees ○ Local authority ○ Health services ○ Regional Schools Commissioner ○ Professional associations ○ Other partners ○ Neighbouring schools/EY settings ○ Highways department 	Y	<p>Via email, meetings with LT, KS groups. Parent letters/ website. Governor/ Trust emails and online meetings. Liaison with LA.</p>	4
				<ul style="list-style-type: none"> • Parents are communicated with to make sure they know: <ul style="list-style-type: none"> ○ whether their child will be able to attend from 3rd Sept ○ what protective steps you're taking to make the school a low-risk place for their child ○ what you need them to do (such as on drop off and collection) • For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan 	Y	<p>HT Updates and office emails.</p>	
41. Pupils who are unable to attend	4	1	4	<ul style="list-style-type: none"> • School is aware of current guidelines for shielding 	Y		4

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"> Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis. 	Y		
				<ul style="list-style-type: none"> Parents have been asked to make the school aware of pupils' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. 	Y		
				<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 	Y	New laptops in place for teachers to aid this.	
42. Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	2	4	8	<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. 	N	1 teacher attended 1 day Youth Mental Health First Aid training. INSET training feedback for all staff carried out in Jan 2020. Staff support. Online training. Child Psychotherapist available every Thursday from September 2020.	8
				<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	All pupils to be reminded that they can talk to any adult in their class.	
				<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	Assemblies held virtually from Sep 2020.	
				<ul style="list-style-type: none"> Resources/websites to support the mental health of pupils are provided. 	Y	Linked to PSHE work.	
43. The mental health of staff has been adversely affected during the period that the school has been	3	3	9	<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. 	Y	Qwell website support.	9
				<ul style="list-style-type: none"> Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. 	Y		

closed and by the COVID-19 crisis in general				<ul style="list-style-type: none"> Staff briefings and training have included content on wellbeing 	Y	Staff signposted to Qwell website and staff are aware of who they can speak to.	
				<ul style="list-style-type: none"> Staff briefings/training on wellbeing are provided. 	Y	Staff updates in June/ July. Emails shared in new term.	
				<ul style="list-style-type: none"> Staff have been signposted to useful websites and resources. 	Y	Via Barnet LA emails and DHT.	
44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	1	2	<ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms. 	Y	Zoom online meetings held and email contact.	2
				<ul style="list-style-type: none"> The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. 	Y		
				<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 levels and support staff wellbeing	3	2	6	<ul style="list-style-type: none"> Guidance on test and trace has been published. 	Y	Staff aware to date. Further information to follow from the government for September 2020.	6
				<ul style="list-style-type: none"> The guidance has been explained to staff 	Y		
				<ul style="list-style-type: none"> Post-testing and tracing support is available for staff. 	Y		

46. Infection transmission within school due to	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	Data held securely in the school office.	8
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<p>staff/pupils (or members of their household) displaying symptoms</p>				<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. 	<p>Y</p>	<p>Any pupil displaying signs to be escorted to Community Room, to await parent or carer, who will be advised of the nearest testing station. Siblings of the pupil at school, displaying symptoms will also be escorted to the Community Room and will remain in self-isolation until the results are received. Staff with symptoms to leave site immediately and proceed to testing station. To remain in self-isolation until they have the results – if positive they will remain in self-isolation for a further 10 days – if negative can return to work/school. If a parent that works in the primary or the academy displays symptoms or if their child (in primary or academy) displays symptoms then both will leave site until test results are received.</p> <p>(guidance states that if you are the first person showing symptoms in your household then you must stay at home for 10 days, but all other members of the household must stay at</p>	
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						<p>home and not leave the house for 14 days).</p> <p>If someone with symptoms tests negative for coronavirus (COVID-19), then they need should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 14 days from the date of that contact.</p>	
				<ul style="list-style-type: none"> Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply 	Y		
				<ul style="list-style-type: none"> A record of any COVID-19 symptoms in staff or pupils is reported to the local authority and, in the case of academies, the trust 	Y		
47. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school's procedures (including on self-isolation and	4	1	4	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. 	Y	Letters/ emails.	4
				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y	Emails and Induction.	

testing) should anyone display symptoms of COVID-19				<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	Letters/ emails.	
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	1	4	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. 	Y	<p>Current guideline's [Coronavirus (COVID-19): implementing protective measures in education and childcare settings - in the event of a confirmed case of staff or student the rest of their group or class should be sent home and told to self-isolate for 14 days. Public Health England and LA advised.</p> <p>If someone with symptoms tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to</p>	4

						self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 14 days.	
				<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	1	4	<ul style="list-style-type: none"> Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12). Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures 	Y	Pupils encouraged to walk, cycle, scooter to school safely.	4

On-Site Risk Assessment Checklist (Confirmed Cases Only)

	Information Gathered	Action to Take
Verify with confirmed case		
Check date of symptom onset or date of test if asymptomatic		
Identify dates of attendance at school during infectious period (48 hours prior to symptom onset or 48 hours prior to test date if asymptomatic, up to most recent day of attendance)		Advise on the self-isolation period: confirmed case(s) must not attend school for 10 days after the date of onset (or date of test if asymptomatic) and symptoms have resolved
If confirmed case did not attend school during the infectious period then no further action is required with the school.		
Risk Assessment		
Identify exposure areas (only exposures while the case was infectious): Consider class, year group and if a member of any other school groups (e.g. breakfast or after school club, sports or music group).	Class: Year group: Breakfast club or after school club? Music, sports, or other activity? Travel to school?	
Identify contacts (only contacts while the case was infectious): You will need to consider contacts in all of the exposure areas identified above. Contacts may be: <ul style="list-style-type: none"> • Direct contacts: Face to face contact with a case for any length of time, including being coughed on, a face to face conversation, unprotected physical contact (skin to skin). This includes exposure within 1 metre for 1 minute or longer • Proximity contacts: Extended close contact (within 2m for more than 15 minutes) with a case • Travel contacts: Anyone who travelled in a small vehicle (car or people-carrier size) with a case 		Advise those identified as contacts to self-isolate for 14 days from date of last contact with the confirmed case
Refer to the appropriate section below		
Early Years and Key Stage 1 (Foundation to Year 2)		

<ul style="list-style-type: none"> • All children who had shared a classroom with the case during their infectious period • Children in friendship groups who are known to have had definite direct contact with them during their infectious period. This should be specific identifiable individuals (rather than groups where contact cannot be ruled out) • Staff members who report that they have had contact with the case during their infectious period 		<p>Advise those identified as contacts to self-isolate for 14 days from date of last contact with the confirmed case</p>
Key Stage 2 (Year 3-6)		
<ul style="list-style-type: none"> • If children mix a lot within the classroom then the whole class would usually be defined as contacts. • If there is a seating plan for all lessons and it is felt that social distancing has been observed in the classroom then look at seating plans instead. Identify contacts as children who sat within 2 metres of the case during their infectious period • Children in friendship groups who are known to have had definite direct contact with the case during their infectious period • Staff members who report that they have had contact with the case during their infectious period • Any other people who they have had definite face to face contact with at break times or in another group activities? This should be specific identifiable individuals (rather than groups where contact cannot be ruled out) 		<p>Advise those identified as contacts to self-isolate for 14 days from date of last contact with the confirmed case</p>
Key Stage 3, 4, and 5 (Year 7-13)		
<ul style="list-style-type: none"> • The default should NOT be to self-isolate the whole class or bubble in a secondary setting • Class contacts should be found by using the student timetable to identify classes during the infectious period. Look at seating plans and identify children who sat within 2 metres of the case during their infectious period in school • Children in friendship groups who are known to have had definite direct contact with the case during their infectious period • Staff members who report that they have had contact with the case during their infectious period • Any other people who they have had definite face to face contact with at break times or in another group activities? This should be specific identifiable individuals (rather than whole groups where contact cannot be ruled out) 		<p>Advise those identified as contacts to self-isolate for 14 days from date of last contact with the confirmed case</p>