Carterhatch Junior School

DRAFT OPERATIONAL RISK ASSESSMENT FOR THE FULL OPENING OF SCHOOLS CHECKS AND BALANCES:

RESPONDING TO COVID-19

A toolkit to support leaders as they reopen schools

Contents

COVID-19: Operational risk assessment for full opening: schools

Please note: this risk assessment should be undertaken in conjunction with the guidance for full opening: schools issued by the Department for Education on 2 July 2020 as follows:

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

Assessment conducted by:	Amy Fry Helen McGovern	Job title:	Deputy Headteacher Headteacher	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers

Date of assessment:	23 July 2020	Review interval:		Date of next review:	3 September 2020

Date of change	Risk reference number	Details of change/ update	Notes
13 July 2020	2.2	Addition of measures related to respiratory hygiene – DFE System of control 3	
13 July 2020	6.3	Addition of measures related to good hand and respiratory hygiene	
13 July 2020	2.1 Point 6	Clarification of use of aprons by cleaners when cleaning after a suspected case has left the area	
13 July 2020	2.2	Cleaners working hours will only be increased if necessary	Revised working patterns and additional cleaning duties allocated to TAs and site staff
24 August	3.9	Addition of requirement for all visitors to wear face masks inside the building	

Related documents	
Trust/Local Authority documents:	**Government guidance (as 13 July 2020):** NHS 111 https://111.nhs.uk/COVID-19 https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/ Government guidance: https://www.gov.uk/Coronavirus https://www.gov.uk/government/organisations/public-health-england https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care Actions for educational and childcare settings to prepare for wider opening from 1 June 2020 https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools#flexibility Coronavirus (COVID-19): implementing protective measures in education and childcare settings What parents and carers need to know about schools and other education settings during the Coronavirus outbreak www.nhs.uk/live-well/health-body/best-way-to-wash-your-hands/ https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/ https://www.publichealth.hscni.net/news/COVID-19-Coronavirus https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	**Major:** Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1. Establishing a systematic process for full opening of schools					
1.1 Organisation of 'bubbles' in full class groupings					
Unintended mixing between classes will increase the risk of the virus spreading		• There is full compliance with the 9 PHE system control measures set out in the latest government guidance. • Each class remains within its designated room/space and predominantly stays within this area. • Any facilities used by more than one class are cleaned and disinfected after use and before use by a new group. • Schemes of work are reviewed to minimise the need for 'bubbles' to use specialist facilities one after the other. • Pupils observe hygiene guidance and wash hands frequently. • Teachers moving between groups comply with social distancing and hygiene guidance. • Timetable and arrangements for each class avoid contact between discrete classes when moving outside their designated space (e.g. when moving to specialist rooms; at break times; on arrival or leaving). • When two or more class 'bubbles' come together in a shared space (e.g. for an assembly) they are kept separate and social distancing guidance is observed. • When pupils are withdrawn for small group work (e.g. SEND pupils) social distancing guidelines are fully observed. • Staggered arrival and leaving times, break times and lunch times.	Yes	Art and music room out of use. Specialist music teacher to work in classes and will observe social distancing. Hall will be shared space for PE. All equipment to be cleaned after use. Hand washing routines incorporated into class timetables. Posters in all rooms and toilets. Circulation plan updated to minimise contact. Corridor width allows strict 'keep left' policy adherence. Two staggered soft start and departure times established. Additional entry and exit point created for Y3 cohort utilising side entrance into staff car park with restricted vehicle access procedures in place.	
1.2 Organisation of teaching spaces					
Teaching pupils in full classes will increase the risk of the virus spreading		• There is full compliance with the 9 PHE system control measures set out in the latest government guidance. • Pupils observe hygiene guidance and wash hands frequently. • Good respiratory hygiene is ensured by promoting the 'Catch it, bin it, kill it' approach. • Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach introduced.	Yes	Good hand and respiratory guidance updated and shared with staff, pupils and parents. Signage/posters around school. Cleaning work pattern revised to include cleaning throughout the day including shared equipment.	

		• Contact between individuals minimised and social distancing maintained wherever possible. • Staff maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults maintain 2 metres distance from each other, and from pupils. • Pupils are seated side by side and facing forwards, rather than face to face or side on. • Unnecessary furniture is moved out of classrooms to make more space.		Classrooms re-arranged so that desks in rows facing forward. Non-essential furniture items, resources removed e.g. sofas. Surfaces kept clear.
The use of shared spaces and specialist classrooms increases the risk of infection between 'bubbles'		• Larger spaces and specialist classrooms are used by one discrete class at a time. • Large and specialist spaces are cleaned and disinfected thoroughly before and after use. • Large gatherings prohibited. • When two or more class 'bubbles' come together in a shared space (e.g. for an assembly) they are kept separate and social distancing guidance is observed. • Design layout and arrangements are in place to enable social distancing where possible. •	Yes	Assemblies to be virtual via Google Meets. Cleaning procedures in place for shared use of dining hall by Year 3 classes. Pupils to sit on one side of dining tables only.

1.3   Staffing

Due to COVID-19, the number of staff who are available is lower than that required to teach classes in school		• There is full compliance with the 9 PHE system control measures set out in the latest government guidance. • The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. • The updated guidance and expectations for those who are shielding and those who are clinically vulnerable or clinically extremely vulnerable is communicated to relevant staff and discussions held regarding return to work. • Risk assessments are undertaken for staff who are clinically vulnerable, clinically extremely vulnerable, or who have contextual factors related to age or ethnicity (Staff who are BAME or aged 55+ may be susceptible to risk of poor outcomes should they contract COVID-19). • Dialogue is held with Professional Associations/Trade Unions on the school's approach to staff returning to work.	In process	No staff in clinically extremely vulnerable group. All staff have returned to work.

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1.4 The school day					
The start and end of the school day create risks of contact between discrete class 'bubbles'		• Start and departure times are staggered. • The number of entrances and exits to be used is maximised. • Different entrances/exits are used for different groups. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. • Floor markings are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety.	Yes	Two staggered soft start and departure times established. Additional entry and exit point created for Y3 cohort utilising side entrance into staff car park with restricted access procedures in place. Year groups enter building via separate designated doors. Drop and go system communicated to parents (letters and guidance).	
1.5 Planning movement around the school					
Movement around the school risks contact between discrete class group 'bubbles'		• Class group 'bubbles' remain in their home bases for most of their learning. • Timetabling avoids more than one class group in circulation at any one time in the same part of the building. • Staff moving between class groups observe social distancing and hygiene procedures at all times. • One-way systems are in place where possible. • Corridors are divided where feasible. • Appropriate signage is in place to clarify circulation routes. • Pinch points and bottle necks are identified and managed accordingly. • Appropriate duty rota and levels of supervision are in place.	Yes	All breaks and lunchtimes are staggered. Circulation plan in place with designated entry and exit points for different year groups. Signage throughout school. Corridor floor markings in place.	
1.6 Curriculum organisation					
Having missed up to 5 months' learning, pupils will have fallen behind in their progress during school closures and achievement gaps will have widened		• The school develops and implements a comprehensive 'catch-up' plan which will identify the learning gap for individual and groups of pupils in terms of curriculum and knowledge, and will put in place plans to address this. This will include revising schemes of work, prioritising key elements of the curriculum,	Yes	Focus on PHSE and well-being including whole school art unit on Heritage and Identity and use of Coronovirus poetry anthology in Weeks 1 and 2 Recovery curriculum in place.	

		• engaging in the National Tutoring Programme and additional planned intervention programmes. • Gaps in learning will be assessed and addressed systematically in teachers' planning. • Home and remote learning will continue and will be calibrated to complement in-school learning and address gaps identified.		Focus on core skills including phonics and reading in Y3 (transition year group). Core curriculum revised to ensure key objectives from previous year revisited and consolidated. Low stakes assessments in Week 3 to identify gaps in learning. Interventions provision map established in light of assessments and implemented from week 4 (EEF guidance on effective interventions). 'Blended learning' plan in place utilising MyMaths, SeeSaw, TT Rock Stars and further developing use of G suite.	
Some learning activities (for example singing, wind and brass playing and some sports) pose increased risks of spreading COVID-19 infection		• Learning activities for which there is a greater risk of infection are identified and relevant staff informed. • Following discussion and consideration with subject leaders, limitations are placed on when and where these activities can take place and timetables and plans are amended accordingly. • Enrichment activities are reviewed and revised accordingly.	Yes	Individual instrument tuition offer revised. No singing lessons. Music curriculum revised in light of guidance.	
The school does not make optimal use of the dis-applications and modifications of the EYFS curriculum which are in place during the COVID-19 pandemic	N/A	• The EYFS Co-ordinator and team review the latest guidance on disapplication and modification of the EYFS curriculum. • A plan is agreed by SLT which sets out how the school will make best use of the provisions in the guidance during the COVID-19 crisis.	N/A		
The resumption of non-overnight school visits poses risks to infection control		• All school visits are considered on a case by case basis. • A comprehensive risk assessment, factoring in COVID-19 related risks, is undertaken for each visit. • Measures are taken to ensure that discrete class group 'bubbles' do not mix on school visits.	Yes	No visits planned.	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1.7 Staff workspaces					
Staff rooms and offices do not allow for observation of social distancing guidelines		• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms, which may need to be more limited than is normal.	Yes	4-person limit in staff room. Office work stations rearranged. Doors labelled to limit numbers in rooms. Additional room (Tony Buzan) used to increase staffroom capacity. Staff guidance revised and disseminated. Lunch rota minimises number of staff on duty at one time.	
1.8 Managing the school lifecycle					
Limited progress with the school's 2020-21 calendar and workplan because of COVID-19 measures		• School calendar for 2020-21 finalised within the context of the latest guidance on full re-opening. • Senior Leadership Team (SLT) and staff work plans informed by reopening plans and latest guidance. • Staff recruitment for September 2020 completed.	Yes	All staff in place. SENDCo vacancy, to be advertised Sept 20, covered by DHT (has NASENCo)	
Pupils moving on to the next phase in their education do not feel prepared for the transition		• Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned.	Yes	Virtual tour available on website. Transition with feeder and receiving schools complete. All documentation and data received.	
1.9 Governance strategy					
Trustees and LEC Members are not fully informed or involved in making key decisions about full opening		• Online meetings are held regularly with Trustees and LEC Members. • Trustees are involved in key decisions on full opening. • Trustees and LEC Members are briefed regularly on the latest government guidance and its implications for the school and the Chair of Trustees is kept fully informed.	Yes	Risk assessments, Guidance etc shared on ELT/Trustee drive.	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1.10 Policy review					
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		• All relevant policies have been revised to take account of government guidance on full reopening and its implications for the school. This applies particularly to guidance and policies on attendance and behaviour from September. • Staff, pupils, parents and governors have been briefed accordingly.	Yes	All school guidance updated in line with DFE Guidance for full opening and disseminated. INSET 3 Sept 2020.	
1.11 Communication strategy					
Key stakeholders are not fully informed about the plans for reopening and their implications		Communications strategies for the following groups are in place: • Staff • Pupils • Parents • Governors/Trustees • Local authority • Regional Schools Commissioner • Professional associations • Other partners	Yes	All families contacted. Letters and links to website sent. RA on website for all stakeholders to access. Pupil induction 7 September. LA contact as necessary. HT Rep emails.	
An unforeseen lockdown situation prevents effective communication with pupils, parents and staff regarding contingency arrangements		• Contingency plans are in place, including arrangements for home/remote learning, pastoral care and safeguarding. • A communication strategy for pupils, parents and staff in the event of an unforeseen lockdown is in place, building on the experience of the school closure period. • Contact records for pupils, parents and staff are kept up to date.	Yes	March Lockdown communication procedures re-instated. Improved blended offer plan in place.	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1.12 Pupil attendance					
Pupil attendance is lower than expected due to parental concerns about pupils' safety from infection		• Communications with parents reassure them about the safety of full reopening under the latest government guidance. • Dialogue is held with parents who have concerns.	Yes	Attendance officer and PSA to implement usual attendance procedures sensitively.	
1.13 Staff induction and CPD					

Staff are not trained in new procedures, leading to risks to health		• A revised staff handbook is issued to all staff prior to reopening.
		• Induction and CPD programmes are in operation for all staff prior to reopening, and include:
		  - The 9 PHE system control measures set out in the latest government guidance.
		  - Organisational arrangements (i.e. class groups operating as 'bubbles').
		  - Infection control.
		  - Fire safety and evacuation procedures.
		  - Constructive behaviour management.
		  - Safeguarding.
		  - Risk management.
			Yes	Staff handbook and all guidance documents updated and disseminated.
				
				INSET 3 September 2020.	

New staff are not aware of policies and procedures prior to starting at the school when it fully reopens		• Induction programmes are in place for all new staff, either online or in-school, prior to them starting. • The revised staff handbook is issued to all new staff prior to them starting.	Yes	Induction procedures well established and to continue. New staff (two teachers) included in all communications. Revised handbook completed.	
1.14 Free school meals					
Pupils eligible for free school meals do not receive them due to discontinuity during the school closure period		• A member of the school's administrative team is tasked with ensuring that the list of pupils eligible for free school meals is accurate and up to date and that pupils receive free meals when in school.	Yes	Families of new pupils transferring from infant school advised/ contacted through infants and directly to apply. Full meal provision procedures agreed with The Pantry and in place for 7 September.	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1.15 Risk assessments					
Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.		• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: - Different areas of the school. - When pupils enter and leave school. - During movement around school. - During break and lunch times. - Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used. - School trips and visits.	Yes	Ongoing review of operational RA, staff and pupil guidance. Additional RA for use of staff car park as entry and exit point for Y3 completed.	
1.16 Responding to cases of COVID-19 and local lockdowns					
The school is unsure how to respond when there are suspected or confirmed cases of COVID-19 amongst pupils or staff		• There is full compliance with the 9 PHE system control measures set out in the latest government guidance. • Class group 'bubbles' are kept discrete at all times. • Local health protection team contacted immediately for advice. • School engages swiftly with NHS Test and Trace if cases are suspected. • Appropriate action is taken once advised by the local health protection team – this may mean that class group 'bubbles' and some staff who have been in close contact with the person concerned may have to self-isolate for 14 days. • Arrangements are in place for home and remote learning for pupils who are required to self-isolate.	Yes	*ELT toolkit - 'Procedure for dealing with suspected and confirmed cases of COVID-19'* disseminated to all staff and available on shared google folder. NHS test guidance on website and in staff guidance.	
The school is unprepared for a local lockdown should the rate of infection rise in the area		• There is full compliance with the 9 PHE system control measures set out in the latest government guidance. • A contingency plan is in place should a local lockdown be announced and staff are briefed on its contents. • There is regular liaison with the local health protection team. • Systems put in place during the school closure period (e.g. home/online learning, pastoral systems, safeguarding systems) are ready to be reactivated. • Lessons learnt during the school closure period are applied to the contingency plan.	Yes	Contingency plan in place – previous lockdown measures revised and improved. Improved remote learning plan implemented.	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
2.		**Investing in health and safety arrangements and safety equipment to limit the spread of COVID-19**			
2.1 Public Health England system control measures					
Lack of a comprehensive plan to implement PHE system control measures increases the risk of infection in the school		• Current government guidance is being applied, and specifically the 9 PHE system of control measures set out in the latest government guidance are in place as follows: 1. **Minimise contact with individuals who are unwell by ensuring that those who have Coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school** The information below is included in the school's reopening plan. This information is issued at staff and pupil briefings and in letters home to parents: • Anyone with symptoms must remain at home and self-isolate for 7 days from testing positive. Anyone in their household needs to self-isolate for 14 days (including siblings). • Any pupil or staff member needs to go home immediately if they have symptoms. They should take a test as soon as possible. • A child with symptoms awaiting collection needs to be isolated and kept at a distance of 2m from the supervising staff member, ideally in a well-ventilated place. PPE is required if this distance cannot be maintained or there is a risk of contaminated bodily fluids. • If the child uses the bathroom, it must be thoroughly disinfected before use by anyone else. • Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with disinfectant after they have left to reduce the risk of passing the infection on to other people.	Yes	All RAs, plans and guidance updated in light of 2 July 2020 Government Guidance with specific attention to 9 PHE systems of control.	

- Routinely taking the temperature of pupils is not recommended by Public Health England as this is an unreliable method for identifying Coronavirus (COVID-19).

In addition:

- Staff are reminded that they have received training on infection control that gives them a good understanding of how the spread of Coronavirus occurs and can be mitigated.
- Infection control training is arranged for new staff.

2. **Clean hands thoroughly more often than usual**
- Handwashing/sanitising is scheduled into the school day. It takes place as a minimum: when pupils, staff or visitors enter the school; at break; before and after lunch; before leaving school; whenever the toilet is used.
- It is defined which 'bubbles' are using which toilets and sinks.
- A tick sheet/board is maintained when handwashing has taken place as a visual reminder.
- Handwashing routines are re-taught to pupils using suitable video links.
- Checks are scheduled during the day on stocks of hand sanitiser, soap and paper towels. Steps are taken to ensure that there is sufficient supply in school.

3. **Ensure good respiratory hygiene by promoting the 'Catch it, bin it, kill it' approach**
- Posters are downloaded/made/bought that remind pupils and staff about the approach and the importance of handwashing and are displayed around the school, particularly by washbasins/toilets and at entry/exit points.
- The location of bins around the school is checked on, and more are ordered if necessary.
- A schedule for bins to be emptied/disinfected is in place and is adhered to.
- Pupils using public transport are reminded of the need to wear face coverings/masks.
- A stock of masks is maintained and made available for staff who can't socially distance (for use if they are required to provide first aid/intimate care to pupils with COVID-19 symptoms) and for pupils who do not have a mask for use on public transport.

4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach

- The school's site staff ensure delivery of the induction package to cleaning staff so they fully understand their role in preventing the spread of Coronavirus.
- The cleaning schedule is reviewed and if necessary additional staff hours are provided to ensure that DfE listed criteria are met.
- Stock checks and stock control are maintained.

5. Minimise contact between individuals and maintain social distancing wherever possible

- 'bubbles' are extended to full class size.
- Staff are kept consistent with each 'bubble' as far as possible.
- In class, furniture is arranged so that pupils are facing forwards and sitting side by side.
- Any furniture that is surplus to requirements is removed.
- As far as possible, pupils are taught not to touch each other or staff. This will involve re-learning about play time.
- No more than one year group ever occupies a shared space (hall, dining room etc) at one time. A 2 metre distance between the 'bubbles' is maintained when 2 or 3 classes 'bubbles' (from the same year group) are together in the same space.
- Staggered start and finish times, staggered break times and staggered lunch times are implemented.
- Pupils are taught in age appropriate ways about Coronavirus, how it is spread and how they can play their part in keeping everyone safe.
- For each class/'bubble', basic equipment (such as pen/ pencil/eraser/ruler) that pupils routinely need is collated and kept in separate bags. These are made available to any pupil who does not have their own equipment. Each pupil keeps this bag of equipment for their own use.
- Resources are boxed, including library books, that are needed for particular classes, to avoid pupils using shared areas such as the school library.

6. Where necessary, wear appropriate personal protective equipment (PPE)

- The school continues to maintain and monitor stocks of PPE and has access to supplier lists.

• Staff are supplied with PPE when supervising a pupil who has symptoms of COVID-19 (if 2m social distancing cannot be ensured) and for the provision of routine intimate care to pupils that involves the use of PPE. • Gloves and aprons are provided for cleaning staff when cleaning after a suspected case has left the area. • Face masks are worn by staff when cleaning visible bodily fluids from suspected COVID-19 cases. • Stocks of PPE are regularly monitored and replenished. **7. Engage with the NHS Test and Trace process** • School leaders understand the complexity of the arrangements for testing and self-isolation and ensure that staff and parents are fully aware of them. Special advice sheets are prepared in the event that a child is sent home with symptoms, for the parents of that child and other members of the 'bubble'. • Staff induction for return to school includes information about the NHS Test and Trace process. **8. Manage confirmed cases of Coronavirus (COVID-19) amongst the school community** • The contact details for local Public Health England team and local authority health and safety team are readily to hand. • A clear process is in place for notifying the local health protection team and the local authority of any cases that test positive. • A spreadsheet is maintained to record all staff and pupils who are self-isolating who have tested positive. These spreadsheets are kept up to date. • Use is made of any template letters provided by Public Health England/local authority as directed locally. **9. Contain any outbreak by following local health protection team advice** • Advice provided by the local health protection team is acted on immediately. • Good working relationships are established and maintained enabling rapid communication with local authorities and local Public Health England.		

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
2.2 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required		• A return-to-work plan for cleaning staff (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. • Working hours for cleaning staff are increased if necessary.	Yes	Class staff to clean tables and chairs throughout the day. Revised working patterns established to facilitate on-going cleaning throughout the day of shared areas. Site staff support enhanced cleaning plan.	
2.3 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency		• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school fully reopens and additional supplies are purchased if necessary. • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.	Yes		
Pupils forget to wash their hands regularly and frequently		• Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. • Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. • School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.	Yes	Timetabled throughout the day. Induction of pupils, daily reminders, signage all in place.	
Good respiratory Hygiene is not followed		• Staff consistently promote 'Catch it, kill it, bin it' approach. • Posters in all classrooms, toilets and shared areas re-inforce 'Catch it, kill it, bin it' approach. • Adequate supplies of tissues are provided for each group and staff. • Lidded pedal bins are available in all rooms and regularly emptied throughout the day. • Face coverings are not currently recommended in schools but any updates to guidance will be followed. • Respiratory hygiene included in individual pupil risk assessments where appropriate.	Yes	All in place.	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
2.4 Clothing/fabric					
Not wearing clean clothes each day may increase the risk of the virus spreading		• Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks. • Expectations and guidance are communicated to parents.	Yes	Guidance to parents and pupils updated in line with DFE guidance. Uniform expectations reinstated. Communicated in parent and pupil guidance. To be reinforced in further communications.	
The use of fabric chairs may increase the risk of the virus spreading		• Fabric chairs are taken out of use where possible. • Where that is not possible, chairs are limited to single person use.	Yes	Removed from shared staff areas.	
2.5 Testing and managing symptoms					
NHS Test and Trace is not used effectively to help manage infection control amongst pupils and staff, maximise staffing levels and support staff wellbeing		● Guidance on engaging with the NHS Test and Trace process has been explained to staff as part of induction. ● Staff, parents and pupils are clear that they should book a test if they are displaying symptoms. ● Staff, parents and pupils are clear that they should provide details of anyone they have been in close contact with if they were to test positive for Coronavirus (COVID-19) or if asked by NHS Test and Trace. ● Staff, parents and pupils are clear that they should self-isolate if they have been in close contact with someone who develops Coronavirus (COVID-19) symptoms or someone who tests positive for Coronavirus (COVID-19). ● Post-testing support is available for staff through the school's health provider.	Yes	NHS test guidance on website and in staff and parent guidance.	
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms		• Robust collection and monitoring of absence data, including tracking return to school dates, is in place. • Procedures are in place to deal with any pupils or staff members displaying symptoms at school. This includes the use of NHS Test and Trace for both staff and pupils and appropriate	Yes	Monitoring of absence procedures in place. Call and check Systems in place.	

		action, in line with the most recent government guidance, should the tests prove positive or negative. • 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 in line with the most recent government guidance. • A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority.		Normalising of procedures for use of testing to be established and communicated prior to wider opening.
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		• 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. • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Yes	Formalised prior to opening and communicated in staff, pupil and parent guidance and induction (letters and school website). "Call and check" system in place.
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school		• 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. • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Yes	Formalised prior to opening and communicated in staff, pupil and parent guidance and induction (letters, website, staff briefings, updates, shared drive). Engagement with PHE Health Protection Team and advice followed in all confirmed cases. North East and North Central London HPT – Public Heath England, Ground Floor, South Wing, Fleetback House, 2-6 Salisbury Square, London, EC4Y 8AE Email: necl.team@phe.gov.uk; phe.nenclhpt@nhs.net Tel: 020 3837 7084 (option 1)

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
2.6 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk		• First Aid certificates extended for three months. • A programme for training additional staff is in place. • Collaborative arrangements for sharing staff with other schools in the locality have been agreed.	Yes	All TAs have up to date first aid training –4 September 2020 on-site training. All groups have first aid kits, PPE and an iPad to record on ScholarPack.	
2.7 Medical rooms					
Medical rooms are not adequately equipped or configured to maintain infection control		• Social distancing provisions are in place for medical rooms. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.	Yes	Isolation room prepared and resourced. Medical room out of use (too small). All groups have first aid kits and PPE and an iPad to record on ScholarPack.	
2.8 Communication with parents					
Parents and carers are not fully informed of the health and safety requirements for the full opening of the school		• As part of the overall communications strategy referenced in 1.11, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. • A specific communication on the requirements for school attendance from September is issued and followed up with discussion where necessary. • A COVID-19 section on the school website is created and updated. • Parent and pupil handbooks are created and updated.	Yes	School parent communication system well established. Parents updated regularly by text, newsletter. Website has dedicated COVID-19 section. Parent and pupil guidance updated for full reopening.	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19		• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.	Yes		

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
2.9 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines		• Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. • Those staff required to wear PPE (e.g. staff supervising pupils with symptoms where 2m distancing cannot be maintained, and cleaning staff) 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. • Staff are reminded that the wearing of gloves is not a substitute for good handwashing.	Yes	Guidance provided for all staff. Posters on display.	
3. Maximising social distancing measures					
3.1 Pupil behaviour					
Pupils' behaviour on return to school does not comply with the new guidance on operating within discrete class group 'bubbles'		• Clear messaging to pupils on the importance and reasons for operating in class group 'bubbles' and on social distancing at other times is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. • Staff continue to model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured to avoid different class groups coming into contact with each other and are closely supervised. • The school's behaviour policy has been revised to include compliance with the new arrangements and this has been communicated to staff, pupils and parents. • Senior leaders monitor areas where there are breaches of the discrete class group 'bubble' model and arrangements are reviewed. • Messages to parents reinforce the importance of adhering to the new arrangements. • Wilful disobeying of rules relating to staying within class groups and following hygiene procedures will be sanctioned appropriately and proportionately.	Yes	Addendum to Behaviour Policy. Communicated in initial letter and parent/pupil guidance. Home school agreement. Induction for pupils on first day.	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
3.2 Classrooms and teaching spaces					
The size and configuration of classrooms and teaching spaces does not allow teachers to comply with social distancing measures		• All classrooms have been assessed and configured to allow for teachers to maintain, where possible, 2m social distancing with pupils' desks facing the front in rows. • All furniture not in use has been removed from classrooms and teaching spaces. • Arrangements are reviewed regularly.	Yes		
3.3 Shared spaces					
The use of shared spaces (e.g. hall, dining room) risks different class group 'bubbles' mixing		• No more than one year group is scheduled to occupy a shared space at any one time. • Class group 'bubbles' are kept at least 2 metres apart if occupying the same shared space. • Shared spaces are cleaned after use.	Yes	Dining hall only used by Year 3. All other shared spaces only used by one class group at a time.	
3.4 Movement in corridors					
The discrete class group 'bubble' arrangements are breached when pupils circulate in corridors		• Class group 'bubble' arrangements are in place. • The use of shared learning spaces is timetabled to avoid different 'bubbles' groups coming in to contact with each other. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly. • Appropriate supervision levels are in place.	Yes	One-way system in place in Y6 corridor with separate entrance and exit doors. Circulation plan for lunch and break times highlights designated entry and exit points. Keep Left signage and floor markings. Pupils to use external entry and exit points where possible. Play areas zoned. Signage throughout school.	

24

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
3.5 Break times					
Class groups may mix at break times		- Break times are staggered. - Pupils are kept within their assigned 'bubbles' during social times. - External areas are designated for different groups. - Pupils are reminded about staying in their assigned 'bubbles' as break times begin. - Appropriate signage is in place around the school and in key areas. - Supervision levels have been enhanced.		Staggered timetable in place and playground areas zoned for different class groups. Circulation plan for entry and exit points and routes. Social distancing signage.	
3.6 Lunch times					
Class groups may mix at lunch times		- Lunch times are staggered. - Pupils are reminded about staying in their assigned 'bubbles' as lunch times begin. - Pupils wash their hands before and after eating. - Dining areas are cleaned before and after each class group has used them. - Tables and chairs have been cordoned off where necessary. - Floor markings are used to manage queues and enable social distancing. - Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces. - Pupils eat lunch with others in their 'bubble'. - Guidance has been issued to parents and pupils on packed lunches.	Yes	Dining hall for food collection (one-way system established) for Y4,5,6. Y3 only to eat in dining hall – seating plan keeps class groups apart. Pupils seated on one side of table avoiding face to face. Y4-6 eat in classrooms. Staggered lunch break times and play area zoning. Procedures for packed lunches in place. Procedures for cleaning prior and after eating. Water fountains disabled. All pupils to be encouraged to bring individual water bottle. Water bottles filled from new water trough.	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
3.7 Toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures between pupils from different discrete class group 'bubbles'		- Queuing zones for toilets and hand washing have been established and are monitored. - Floor markings are in place to enable social distancing. - 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. This can be achieved by pupils from a specified 'bubble' visiting the toilets at set times. - The toilets are cleaned frequently. - 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 pupils are supervised in doing so.	Yes	Supervised access to toilets throughout the day. Two pupils at a time. Good handwashing signage. Lidded/pedal bins used. Cleaning throughout the day.	
3.8 Medical Rooms					
The configuration of medical rooms may compromise social distancing measures		- Social distancing provisions are in place for medical rooms. - Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. - Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.	Yes	Medical room not in use (too small). All classes have own first aid and PPE. Charles Darwin room set up as isolation room (direct access to outside).	
3.9 Reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines		- Social distancing points are clearly set out, using floor markings, continuing outside where necessary. - Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). - Non-essential deliveries and visitors to school are minimised. - All adult visitors (including parents) to wear face coverings inside the building - Arrangements are in place for segregation of visitors.	Yes	No visitors unless absolutely necessary – outside school hours by appointment only. Parents access site by appointment only and if essential. Deliveries left outside. 2m markings along access path.	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
3.10 Arrival and departure from school					
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply and risking pupils from different class groups mixing	🟥	• Start and finish times are staggered for each discrete class group 'bubble'. • The use of available entrances and exits is maximised. • Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. • Weekly messages to parents stress the need for social distancing at arrival and departure times.	Yes	Additional entrance/exit created along front fence. Y3 to use classroom external doors and fire exit route into carpark. 'Drop and go' system established.	🟩
3.11 Staff areas					
The configuration of staff rooms and offices makes compliance with social distancing measures problematic	🟥	• Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff. • Staff are briefed about the limitations to use of staff rooms.	Yes	Additional capacity created in Tony Buzan (Archimedes used for teaching).	🟩
4. Continuing enhanced protection for pupils and staff with underlying health conditions					
4.1 Pupils with underlying health issues					
Pupils who are clinically vulnerable or clinically extremely vulnerable do not attend school even though it is deemed safe to do so	🟥	• Parents of pupils with underlying health conditions have been provided with updated guidance and discussions have been held with them on a case by case basis regarding attendance at school from September. • Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. • The school, and parents, are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable as set out in the latest government guidance. • The register of pupils with underlying health conditions is regularly updated. • Pupils who are BAME may be more susceptible to poor outcomes if infected by COVID-19. Leaders take account of this in their risk assessments.	Yes	Guidance signposted on website. Reinforced in further communication prior to wider opening.	🟧

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
4.2 Staff with underlying health issues					
Staff who are clinically vulnerable or clinically extremely vulnerable do not return to work even though it is deemed safe to do so		• Staff with underlying health issues have been provided with updated guidance and discussions have been held with them regarding returning to work. • All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. • Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable as set out in the latest government guidance. • Leaders are cognisant of additional contextual factors that may make staff more susceptible to poor outcomes should they become infected with COVID-19. These include ethnicity and age. BAME staff and those over 55 years of age may be at heightened risk. Leaders take account of this in their risk assessments. • Current government guidance is being applied.	Yes		
5. **Enhancing mental health support for pupils and staff**					
5.1 Mental health concerns – pupils					
Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general		• There are sufficient numbers of trained staff available to support pupils with mental health issues. • There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. • 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). • Resources/websites to support the mental health of pupils are provided.	Yes	Trained safeguarding team members including learning mentor. Website resources. Recovery curriculum – initial focus on PHSE and well-being..	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
5.2 Mental health concerns – staff					
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general		• Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff have been signposted to useful websites and resources.	Yes		
5.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family		• The school has access to trained staff who can offer bereavement counselling and support. • Support is requested from other organisations when necessary.	Yes	Trained Learning mentor. EP service support.	
6. Operational issues					
6.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements		• Fire procedures have been reviewed and revised where required, due to: - Pupils operating in discrete year class group 'bubbles'. - Staff moving between discrete class group 'bubbles'. • Staff and pupils have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately.	Yes	Procedures reviewed. Communicated to staff prior to full opening.	
Fire evacuation drills - unable to apply social distancing effectively between discrete class group 'bubbles'		• Plans for fire evacuation drills are in place which take account of the new arrangements and apply social distancing where necessary.	Yes	Procedures communicated with staff. Fire drill in first weeks of full opening.	
6.2 Managing premises on full reopening after lengthy part closure					
All systems may not be operational		• Government guidance is being implemented where appropriate. • All systems have been recommissioned.	Yes		
Statutory compliance has not been completed due to the availability of contractors during lockdown		• All statutory compliance is up to date. • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.	Yes		

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
6.3 Contractors working on the school site					
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control		• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. • Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • Good respiratory and hand hygiene measures adhered to by all contractors. • 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).	Yes		

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
7. Finance					
7.1 Costs of the school's response to COVID-19					
The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties		• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • LA or trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with Trustees.	Yes	Additional costs recorded and monitored.	
8. Governance					
8.1 Oversight of the LECs/Trust Board					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.		• The Trustee Board and LEC continues to meet regularly via online platforms. • The Trustee Board and LEC agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. • The HT report to LEC members and Executive Leaders 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. • Regular dialogue with the Chair of LECs and Trustees and those members/trustees with designated responsibilities is in place. • Minutes of LEC body meetings are reviewed to ensure that they accurately record LEC members oversight and holding leaders to account for areas of statutory responsibility.	Yes		

9.	**Additional site-specific issues and risks**			
Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them				