#

Covid-19: Operational Risk Assessment.
Manor Park Primary School

Planned re-opening of primary schools 8th March 2021

Revised – September 2020

Revised – November 2020

Revised – 15th December 2020

Revised – 4th January 2021

Revised – 1st March 2021

Revised – 19th April 2021

Next review date – when government restrictions change

Coventry School Partnership:
Covid19 Operational Risk Assessment – Re-opening of Primary Schools

1. Introduction:

Coventry's Partnership of schools agreed a collaborative and consistent approach to secure the safe re-opening of schools across the City as set out in *'Coventry Schools Covid-19 Re-set and Recovery Plan'* in May 2020. On 2nd July 2020 guidance for the full reopening of schools to all pupils from September 2020 was published. This was revised on 22nd February 2021: Schools Coronavirus Operational Guidance February 2021 full re-opening   Guidance-for-full-opening-special-schools-and-other-specialist-settings

These changes are fully reflected in this guidance and risk assessment.

In preparing and reviewing this guidance the Local Authority has had regard to advice from both the Health and Safety Executive and Government. It has noted that the Government has made explicit within the guidance those actions that are statutory, those actions that MUST be undertaken (Public Health Advice) and those that are advisory (for consideration) if it is reasonably practicable to do so.

It is made clear that Government advice *"does not supersede any legal obligations relating to health and safety, employment or equalities and it is important that as an employer you continue to comply with your existing obligations".* Consequently, Health and Safety Legislation continues to take precedence.

This risk assessment guidance:

- Sets out the current context and statutory health and safety obligations as at March 2021
- Reflects the relevant principles set out in Coventry schools Covid-19 Re-set and Recovery Plan
- Sets the national and local context for conducting a risk assessment to reduce transmission of a disease within school
- Provides an exemplar risk assessment (revised) that can be adopted and adapted to any educational setting
- Provides a template to record a risk assessment method statement – setting out safe methods of working (control measures), which all staff should read, understand and sign
- Incorporates hyperlinks to sources of helpful information and resource

What is the risk? Covid19 is an infectious disease recognised internationally as a pandemic, the transmission of which must be controlled. The foreseeable risk in re-opening schools, is the potential transmission of Covid19 between members of the school community and consequently the wider community. This risk assessment therefore focuses on actions that are reasonably practicable to implement, that will reduce the risk of transmission of Covid19 as a consequence of re-opening schools to all pupils and staff, recognising that the virus is in general circulation and the risk is significantly lower than in the Spring/early Summer of 2020

Who is responsible? The employer is responsible for making sure that risks, particularly the risks to staff and pupils, are managed so far as is reasonably practicable. For maintained schools the employer is Coventry City Council, for Academies it is the Academy Trust.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the head teacher and school management team. Reference: https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm

2. Overview of Actions required for safe methods of working:

- Put in place sensible approaches to minimise the risk of Covid19 transmission to staff, pupils and visitors whilst in school.
- Communicate the risks and required safe methods of working to all building users including parent/carer
- Ensure that staff (employees) have the relevant information and training to manage risks on a day to day basis, including access to competent health and safety advice where needed.
- Check that the control measures have been implemented and remain appropriate and effective.
- Ensure that the control measures are monitored throughout the day and reviewed where necessary.

2.1 Key message:

Good health and safety is about keeping things simple, being proportionate and focusing on the real (substantive) risks. Procedures should be clear and concise with assessment of risk being practical. Good leadership is about getting the balance right on managing risk rationally, it is not about trying to eliminate it altogether.

2.2 What leaders need to do:

- Ensure that the school is following the employer's health and safety policy and has effective arrangements for managing the health and safety risks at the school.
- Maintain effective communications with employers, governors, and the school workforce, and give clear information to pupils and visitors, including contractors, regarding any significant risks on site.
- Make sure that the staff have the appropriate training and competencies to deal with risks in their areas of responsibility.
- Consult and work with recognised TU safety representatives/employee representatives and safety committees.
- Consult and engage employees in the development of the risk assessment and ongoing review
- Make sure that staff understand their responsibilities and know how to access support and advice to help them manage risks responsibly.
- Provide visible leadership to the whole school so that staff feel motivated, supported and empowered to focus on the things that really matter.
  See: https://www.hse.gov.uk/services/education/sensible-leadership/leadership-test.pdf

3. Locally agreed Principles:
Coventry schools Covid-19 re-set and recovery Plan' revised July 2020

- The safety of everyone in school is paramount
- A consistent and co-ordinated approach and communication will be maintained across the Coventry school system
- Adherence to social distancing will be maintained as far as practicably possible in all classroom and school environments
- Best endeavours will be deployed to minimise the number of contacts staff and pupils have within school and ensure consistency in the groups pupils are placed within and staff teach/support

▪ School organisational planning will minimise the number of pupils that each staff member has contact with

4. What we know:

The World Health organisation (WHO) confirms that data from published epidemiology and virologic studies provides evidence that COVID-19 is primarily transmitted directly from symptomatic people (those infected with Covid19 displaying symptoms) to others who are in close contact with the infected person. Respiratory droplets are passed on directly through coughing and sneezing, or indirectly by contact with contaminated objects and surfaces; where the virus may be transferred from the surface to the hand and then the face - eyes, nose or mouth. It is understood that people can be infectious before their illness starts. Therefore, to minimise the risk of transmission, settings must put into place effective infection protection and control. Ensuring appropriate social distancing in school, meticulous hand hygiene practice all serve to reduce risk significantly.

The balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19)

The hierarchy of controls: if properly implemented will substantially reduce the risk of transmission of infection.

These include:

Exclusion:-
▪ Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges. Covid19 tests for symptomatic household member/s must confirm the outcome of the Covid-19 test if taken as soon as the results are known.
▪ Clinically vulnerable employees who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the [staying at home and away from others (social distancing)](#) guidance should be supported in undertaking a Vulnerable Employee Risk Assessment (VERA) and reasonable adjustments made if necessary , which may include additional protections within the school environment or if possible working from home supporting the delivery of the curriculum for children unable to attend school as a consequence of self-isolation or local lockdown

Hygiene:-
▪ A stringent cleaning regime should be in place [COVID-19: cleaning in non-healthcare settings](#). At the highest level this could follow the advice set out in: [Covid-19-decontamination-in-non-healthcare-settings](#)
▪ Frequent cleaning and disinfecting of objects and surfaces that are touched regularly (touch points), should be undertaken using standard cleaning products or antiseptic wipes, both of which kill the virus. This may require settings to enhance cleaning capacity. It should be recognised that cleaners and caretakers provide the frontline in protecting everyone in school, but health and safety is everyone's responsibility so cleaning tasks may be undertaken by any member of staff as appropriate.
▪ Socialising hygiene routines including regular hand-cleaning regimes - washing hands thoroughly for 20 seconds with running water and soap, drying them thoroughly or using alcohol hand rub or

sanitiser ensuring that all parts of the hands are covered. Identify specific situations when additional handwashing is required
- Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach with follow up handwashing and cleaning/wiping of any contaminated area followed by safe disposal of waste

Maximise natural ventilation and access to the external learning environment

Social Distancing:-

- Secure social distancing and/or minimise the range of contacts an individual pupil and member of staff have whenever practicably possible, through group designation, footfall management and planned supervised movement throughout the school building
- Regulate entry so that the premises do not become overcrowded at any point ensuring no 'pinch points' are experienced at ingress or egress
- Where it is possible to remain 2 metres apart, continue to use floor markings/signage to mark the distance and facilitate compliance, particularly in corridors, hand cleaning areas, toilets and internal and external communal break areas. Primary age children and those with cognitive functioning that makes social distancing difficult, can socialise with children within their designated group (bubble)
- Ensure the environment (such as classroom layout) and timetables are conducive with social distancing – remove all clutter and non-essential resources. Desks/tables where practicably possible should be forward facing – pupils should Avoid facing each other by sitting side by side.
- Minimise social contact by forming fixed groups of staff and children and avoiding movement between or blending of groups whenever possible. This may be a whole class group or if that is not possible e.g. secondary a whole year group. It is accepted that staff may have to deliver to more than one group, which is permissible, but contacts should be minimised and social distancing adhered to when possible.
- Where face-to-face contact is essential, this should be kept to 15 minutes or less whenever possible, contact should be side by side.
- Social distancing is not required in an emergency situation, e.g. medical emergency, fire evacuation etc. PPE should be used in a medical emergency if time permits (a first aid supply of PPE has been provided to all schools to secure an individual emergency situation, for example a sudden illness that may be Covid19 symptomatic of a child or staff member in school)

Lateral Flow Testing:-

- Take active steps to identify asymptomatic cases within the school community, though the promotions of regular (at least weekly) community or on-site lateral flow testing for all staff and pupils year 7 and above, adhering to the Mass asymptomatic testing: schools and colleges safe operating procedures if based in school.

5. Summary:

These underlying principles are the key focus for organising all aspects of the school day and need to be built into the operational routine. A model Covid19 operational risk assessment was developed for City-wide use, which is pre-populated with generic safe methods of working. It was advised that if adopted, it would need to be adapted to each specific setting. The risk assessment template has been reviewed to reflect the changes in risk and necessary controls from September 2020 when all pupils return to school on a full-time basis, the Lockdown of January 2021 and the full reopening from 8th MARCH 2021. In addition to infection control, the risk assessment template and supporting resources

extends to support additional health and safety considerations related to the consequences of Covid19 specifically:

- Securing provision for SEN – from September 2020 the provisions in a child's Education, Health and Care Plan must be delivered. This means that peripatetic support teachers and health therapists will be able to work within schools, by adhering to the schools visitors policy thereby balancing the risk of allowing external visitors into school with the duty of best endeavours to provide (school may adopt the LAs model policy for visiting professionals).
- Health and safety audit of the school building checklist – for use by class teachers (HSE) to ensure that the overall building is safe to use in terms of trips, falls, lighting, electricity hazards etc.
- Staff audit and recovery plans for absence of leadership, teachers, non-teaching staff, cleaners, first-aiders and DSL and response to local lockdown
- Maintaining communications with parents, staff, visitors and the general public
- Supporting the mental health and well-being of everyone in school
- Developing a recovery curriculum
- Developing a contingency plan to secure flexible support for home schooling, if a need arises as a consequence of group isolation, whole school isolation or local lockdown.

6. Overview of Statutory Requirements - What you must do in law:

Source: Guidance-for-full-opening-special-schools-and-other-specialist-settings)

Prevention:
You **must** always:-
1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
2) Ensure face coverings are used in recommended circumstances.
3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
7) Keep occupied spaces well ventilated.

In specific circumstances:
8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
9) Promote and engage in asymptomatic testing, where available.

Response to any infection
You must always:
10) Promote and engage with the NHS Test and Trace process.
11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
12) Contain any outbreak by following local health protection team advice

7. Resources and references:

Schools Coronavirus Operational Guidance February 2021 full re-opening Guidance-for-full-opening-special-schools-and-other-specialist-settings Actions-for-schools-during-the-coronavirus-outbreak/annex-a-health-and-safety-risk-assessment Mass asymptomatic testing: schools and colleges Air conditioning and ventilation during the coronavirus outbreak COVID-19: cleaning of non-healthcare settings keeping children safe in education letters-to-clinically-extremely-vulnerable-people Covid-19-advice-for-pregnant-employee COVID-19: cleaning in non-healthcare settings	Coronavirus (COVID-19): implementing protective measures in education and childcare settings Free-school-meals-guidance Face-coverings-in-education Coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries Coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges What-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak Health and safety risk checklist for classrooms E-bug posters

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

Model COVID-19: Operational risk assessment for school reopening

Please note: this risk assessment should be undertaken in conjunction with the covering guidance which absorbs statutory requirements and Government guidance available as at 22nd February 2021. Control measures have been used to exemplify actions that could be taken to mitigate the risk, which you can use or change. Please add additional Activity (risks) as deemed necessary and delete any activity that does not apply to your school. The table is designed to enable you to re-order risks/priorities as required.

Assessment conducted by:	Jill O'Connor Sarah Leigh	Job title:	Headteacher Chair of Governors	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers

Date of assessment:	19th April 2021	Review interval:	On-going	Date of next review:	Summer 2021

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		High (very likely)	Medium (possible)	Low (remote)

Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)

1. **Establishing a gradual and safe approach for pupils and staff to return to school:**					
1.1 Establishing if the building is safe following an extended closure					
Health and safety risk assessments have not been reviewed. The health and safety audit is overdue.	Low	▪ Health and safety audit conducted by nominated staff and Governor ▪ Classroom audits undertaken using the HSE Health and safety risk checklist for classrooms ▪ Risk assessments are updated or undertaken before the school reopens, mitigation strategies are put into place and communicated to staff with appropriate training covering: ▪ Different areas of the school ▪ Procedures for when pupils and staff enter and leave school	Yes	• Health and safety walk conducted by SLT and SSO • Health and Safety audit for classroom Appendix 1 – has been shared with staff • Two-way system in place around the whole school,	Low

		▪ Planned movement around the school during lesson, break and lunch times ▪ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used		which must be used by staff and children. • Lunch breaks taken within year group bubbles. • Staggered pick up and drop off times. - Nursery through main Nursery door EYEP through CHAMPS door • Pencils and pens will be provided for children in Y1-Y6. Children have their own plastic wallet with their own equipment on a shared desk. • Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities will be washed before and after use and where possible, children should be discouraged from sharing these. • Fogger purchased and will be used on shared resources daily in outdoor areas and any shared equipment when left outside will be cleaned	
Statutory compliance has not been completed due to the availability of contractors during lockdown	Low	▪ 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	• All systems have been thoroughly checked during lockdown and continue to be checked no school is fully operational - see daily/maintenance logs	Low
1.2 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding	Low	▪ If the DSL is not on site because of operational challenges, the following cover arrangements are in place:	Yes	• See First Aid rota – Appendix 2	Low

| Leads may children's safety at risk | | a trained DSL (or deputy) from the school will be available via phone or online video, e.g. working from home access to a trained DSL from a partner school, will be available via phone or online video Where a trained DSL (or deputy) is not on site, a senior leader should take responsibility for coordinating safeguarding on site. | | DSL & FA are available in schools at all times & have been during lockdown Staff have been trained in first aid protocols during phased opening CHAMPS manager always on site after school and is first aid trained. Senior leaders briefing with information and protocols for if DSL is unavailable | |

2. Determining the number of pupils that can be accommodated within the school infrastructure					
2.1 Organisation of teaching spaces and communal areas					
Classroom sizes will not allow adequate social distancing	Low	- Classroom size capacity audit undertaken using social distancing measure of 2m – maximum number of people (children and adults) determined - Timetables and staffing model determined to secure curriculum delivery for class-group size - Classrooms are re-modelled, with chairs and desks in place to allow for social distancing. Any surplus furniture including 'spare' chairs are removed if possible and area de-cluttered - Clear age appropriate signage displayed in classrooms promoting social distancing see: E-bug posters - Ensure class groups and staff stay together consistently and do not mix or blend with other groups	Yes	- LA training attended by headteacher and SBM on school site and classroom size. - All areas have been measured and fulfil requirements. - Desks have been positioned in classrooms to be front facing where possible. - Outdoor spaces will be used and year group bubbles will be maintained at all times. Children will be reminded	Low

				- about social distancing before they go out. - Adults will minimise contact between bubbles, but this is sometimes essential to cover PPA/other legal requirements, e.g. NQT time. Social distancing within these groups will be maintained as much as possible when in school. - Signage around school site and on school gates. Photographed and shared with parents so they are aware and familiar with signage.	
Large spaces that need to be used as classrooms	Low	- Set group size limit for large spaces (e.g. hall, sports hall, dining hall) that match teaching group size. - Large gatherings of pupils and/or staff are prohibited, compliance is supported by signage, training and monitoring - Design layout and arrangements in place to enable social distancing. - Ensure social distancing is maintained in bigger classroom bases	Yes	- Halls can be used for indoor activities but must only be used by a class bubble at any one time. Equipment used must be cleaned between groups. - Clear markings are in place. Two-way system in and out of the halls to be adhered to. Children encouraged to use their own equipment whilst working in their class bubble. - All rooms have furniture moved to allow front facing desks where this is age-appropriate	Low
Boundaries in large shared areas are clearly marked to ensure adequate social distancing		- Ensure social distancing is maintained in bigger classroom bases - Ensure children use their own equipment and desks		Halls can be used for indoor activities but must only be used by a class bubble at any one time. Equipment used must be cleaned between groups.	Low

				- Clear markings are in place. - Two-way system in and out of the halls to be adhered to. Children encouraged to use their own equipment whilst working in their class bubble.
Staff rooms and offices do not allow for observation of social distancing guidelines	Low	- 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 are discouraged from congregating in communal spaces and are encouraged to eat observing social distance alone or with their designated team	Yes	- SLT to use Teams for meetings from their own offices - Use Teams for meetings within school from own offices. - Staffroom & lower hall available for staff breaks where they are not to congregate - Staff must not congregate in communal spaces & observe social distancing alone or with their designated groups only. - Social distancing must always be maintained and face coverings worn in all communal spaces by adults. - Staggered lunchtimes and staff can eat outside. Low
School kitchens may not be able to serve whole school return		Government advice confirms that school kitchens can continue to operate, the kitchen will comply with guidance for food businesses on coronavirus (COVID-19)		- School kitchens to return to providing a full menu to all children eligible for FSM and those who pay - Dining rooms only to be used by Y2-Y6 that have school meals - YN-Y1 all use dining rooms Low

Securing good ventilation of occupied spaces results in areas being too cold to work in comfortably		To balance the need for increased ventilation whilst maintaining a comfortable temperature, the following measures should be used as appropriate (as advised by the Health and Safety Executive (HSE) see guidance on <u>air conditioning and ventilation during the coronavirus outbreak</u> and <u>CIBSE coronavirus (COVID-19) advice</u>): ▪ opening high level windows in preference to low level to reduce draughts. Windows should be opened just enough to provide constant background ventilation and opened more fully during breaks (for examples, between classes, during break and lunch, when a room is unused) to purge the air in the space). ▪ Opening internal doors can also assist with creating a throughput of air ▪ Opening external doors may be considered (as long as they are not fire doors and only where safe to do so) ▪ Flexibility on school uniform will be allowed to enable pupils to wear additional, suitable indoor clothing. For more information see <u>School uniform</u> ▪ Where possible furniture will be arranged to avoid direct drafts ▪ mechanical ventilation systems should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) ▪ **Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces** ▪ **Carbon Monoxide detectors can be used as a monitor for measuring the quality of air in a room**		• All staff briefed on need for ventilation in rooms – 3.3.21 • Windows and external classroom doors to be opened to allow good ventilation • Children to use outdoor spaces for break times and PE activities where possible • Children to be provided with additional clothing for warmth if needed	Low

2.2 Availability of staff and class sizes					
The number of staff who are available is insufficient to safely teach classes in school, operate effective home learning schemes and safeguard children not in school	Low	▪ The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. ▪ VERAs have been completed for all vulnerable staff & regularly reviewed with staff ▪ Staff are aware of the current symptom checker for Covid-19, including high temperature, persistent cough and loss of taste and smell and understand that they are not permitted to attend school if they or a household member is symptomatic and regular reminders are issued to all staff including 1:1 discussions when needed to assist clarification	Yes	• Staff who are shielding are known to SLT (none currently CEV). They will not be allowed onto the school site. • All government health guidelines shared with the staff.	Low

		- All staff are aware of the testing procedure and report their illness or the illness of a household member immediately to enable testing to take place within 3 days of onset. - Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online or do other tasks to support the school - A blended model of home learning and attendance at school is utilised - An appropriate hierarchy of deputization is in place should a senior leader be unavailable. This might include external leadership capacity	- Staff are aware of testing facility if they display symptoms - LFT at home kits available to all staff. Advice is to test twice weekly but this is not mandatory. - Robust model of remote learning and attendance - SLT member always on site & available. All SLT are able to deputise and SLT capacity is extremely high. - Anyone displaying symptoms will be isolated and sent home immediately and sent for a test. - In the case of a positive result the rest of the group will be sent home & self-isolate for 10 days	
2.3 Testing and managing symptoms				
Testing is not used effectively to help manage staffing levels and support staff wellbeing	Low	- Guidance on accessing a priority test for symptomatic household members has been brought to the attention of all staff - Staff share the outcome of the test with their employer	- Testing procedures have been shared with all staff clear protocols have been set all staff know what to do and are always expected to follow the government & LA guidance - Staff regularly reminded of the testing procedures - LFT kits available for all staff to test twice weekly. - Government guidance reviewed regularly and forwarded to staff	Low

Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	Low	- Ensure that pupils, staff and other adults do not come into school if they have <u>coronavirus (COVID-19) symptoms or have tested positive in the last 10 days and ensure anyone developing these symptoms during the school day is safely sent home and instructed to arrange a Covid-19 test. Any household members within school will be sent home to self-isolate for 10 days or until the test result is known and is negative</u> - Engage with the NHS Test and Trace process - Contain any outbreak by following local public health protection advice contact: <u>Public Health England health protection team</u> - Pupils, parents and staff are aware of what steps to take if they, or any member of their household, display 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. - Robust collection and monitoring of absence data, including tracking return to school dates, is in place - Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes safe isolation procedures, departure and cleaning. - A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. Public health advice is followed.	Yes	- Government & LA guidance has been shared with all staff, pupils & stakeholders (3.3.21) - Public health advice strictly adhered to - Website updated and parents received communication on new protocols and procedures. - Regular returns to LA and DfE - Covid email set up for reporting to SLT all suspected and confirmed cases and test results	Low
Lateral Flow Tests are not used routinely by the school community resulting in a continuing unknown number of asymptomatic pupils and staff in school		- The positive benefits of wide take-up of regular LFT to the health and safety of everyone within both the school and wider community is understood and promoted - All staff understand their entitlement to access regular lateral flow community or school-based testing; are informed of the advantages and positive impact it has on identifying asymptomatic cases and are encouraged and enabled to participate in regular LFT screening - The school have secure processes in place to receive delivery of LFT tests and secure safe storage and distribution for staff usage - The school has read and understood the national SOP in securing internal LFT systems and procedures that are understood by all participating staff - Staff understand that they must report a positive LFT result to their manager, immediately self-isolate, book a PCR (primary schools) and report the result		- LFT kits available to all staff and are reminded regularly that they are available if wanted - Testing twice weekly for staff that take up the offer of LFT kits at home - Updates to the NHS and SBM sent after each completed test - Guidance is understood and followed	Low

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	Low	- 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 and systems are in place to validate understanding **We have a designated Covid email address which is now being used by parents to communicate to us** - Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners		- Robust systems in place for any child displaying symptoms, this has been shared with parents & robust system of reporting to LA - Public health advice strictly adhered to - Weekly newsletter reminding staff, children, parents & stakeholders of the latest guidance & updates from the LA & government - All parents have SLT contact available to them 24/7, including weekends and holidays using the Covid email address	Low
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		- Robust staff absence levels in place. All staff disband when they need to self-isolate from work - Robust systems in place for any child displaying symptoms, this has been shared with parents & robust system of reporting to LA - Public health advice is strictly adhered to - Weekly newsletter reminding staff and parents about procedures. - Website has been updated with Covid section on home page.	Low
Staff, pupils and parents are not aware or are not compliant with self-isolation requirements		Consistent and repetitive reinforcement of the need for pupils and staff to stay home of they are unwell, reminding them that early onset symptoms can be complex		- Staff briefed regularly on requirements - Weekly updates for parents on website and in newsletter	Low

		- Consistent and repetitive reinforcement supported by high vigilance of the requirement to self-isolate at home for 10 clear days if identified as a close contact of a positive Covid-19 case. This includes household members - Reinforce the new requirement to self-isolate for travel reasons should that occur		Letter sent to parents if children are required to self-isolate with the guidelines attached

3 Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene					
3.1 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	Low	A virtual induction and CPD programme is delivered to all staff prior to reopening, which includes: • Infection control • Fire safety and evacuation procedures • Constructive behaviour management • Safeguarding • Risk management		• Amended fire policy published March 2021. • Regular fire drills held in line with policy	Low
3.2 Communication strategy					
A failure to comply and/or sustain Covid compliance at all levels of school life, leads to school transmission outbreaks		• Strong distributed leadership across the school will model and challenge breaches in compliance through education, training and behavioural expectations • Repetitive training and messaging will culturally embed safe practice and high expectations, reinforcing both the health consequences of transmission and the impact on learning • Staff will feel confident in reporting issues/incidents that they believe to be unsafe and concerns will be listened to, investigated and where appropriate learning implemented • Following a Covid-19 positive incident in school, staff will reflect on lessons learned as part of a drive for continuous improvement		• Phase leaders to monitor compliance across school during school hours • SLT on gate to ensure compliance by parents when dropping off/collecting children • SLT to follow-up any breaches	Low

Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	Low	• Communications strategies for the following groups are in place:
		   • Staff
		   • Pupils
		   • Parents
		   • Governors/Trustees
		   • Local authority
		   • Professional associations including Trade Unions
		• Other partners including peripatetic staff and health professionals
				• Headteacher in regular contact with other local network heads
				• Virtual governors' meetings
				• Whole Education updates
				• Links with HR for regular updates from unions
				• Links with DV and School Nurse service
				• All parents receive information in the weekly newsletter.
				• Strong induction programmes for all staff aware of the
					Low

				policies governors have been consulted •
There is a lack of clarity and understanding in maintaining social distancing and good hygiene	Low	▪ Clear signage is in place at all school entrances, reception, toilets, washing, teaching, social and communal areas promoting the 2-metre rule, good handwashing and 'catch it bin it' rules. ▪ Clear floor markings identify 2 metre spaces and one-way systems in corridors and thoroughfares to ensure safe distancing when travelling in and around the building or the external environment, including arrival and leaving procedures. ▪ All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day.		• Clear two-way system around the school, teachers are teaching good hygiene on entry to the school, signage around the school & parents only allowed on-site at drop off & pick up times of the day & must wear a face mask, unless exempt, at all times • Signage on entry and exits • 2m social distancing signage at all entrances • Signage in all toilets to aid handwashing • Cleaning will happen twice a day in shared toilet areas. Once a day for all classrooms and areas used by one group only during the day. • Regular handwashing will be monitored and encouraged by staff in group and SLT in charge of year groups. • New lidded bins are in all rooms and are used for disposal of tissues – these are emptied at the end of each school day by the site team • Washing your hands with soap for at least 20 seconds is the best way to clean hands. Regular washing for 20 seconds and/or sanitising is the main way to clean any potential contamination from	Low

				your hands and dry them using the hand dryers.
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	Low	▪ As part of the overall communications strategy referenced in 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 COVID-19 section on the school website is created and updated. ▪ Parent and pupil handbooks/information leaflets are created.		• We have created a page on our website dedicated to Covid19 advice, guidance and updates • A handbook is available on our website – updated March 2021	Low
Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19	Low	▪ Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. ▪ Parents are enabled to understand that they should not send their child to school if they are ill, for whatever reason		• This information is communicated via the website, weekly newsletter & daily bulletins • Staff are regularly updated with new guidance • Anyone displaying symptoms will be isolated and sent home immediately and sent for a test. • PPE available for any staff member in contact with child displaying symptoms until they are collected from school	Low

4 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines	LOW	- Circulation plans have been reviewed and revised. - 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. - Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and utilising any external learning environment that is available - Pupils are regularly briefed regarding observing social distancing guidance. - Appropriate levels of supervision and guidance are in place		- Two-way system in place around the whole school, which must be used by staff and children. - Lunch breaks taken within groups. Nursery children to remain in their rooms and will eat their lunch there, R,1 to eat in year bubbles in dining rooms. Y2-6 packed lunches in own classroom and school lunches in dining rooms. - Children will eat lunches in their designated group spaces/classrooms/dining rooms. - DRAs to relieve group staff by taking children into open spaces on a rota. They will always remain socially distanced from the children and will ensure that no groups of children mix. - Dining room tables cleaned between bubbles.	Low
4.1 Management of social distancing in the **reception area**					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines		- No visitors are allowed on the premises without a pre-arranged appointment - Any visitors are provided with clear guidelines on behaviours whilst on premises – ideally sent electronically in advance of the visit - Non-contact signing in arrangements are in place that do not require writing or electronic entry by the visitor - 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).		- Staggered pick up and drop off times. - Staggered start and end times - Parents reminded about socially distancing whilst on-site - Parents reminded to socially distance when picking up and collecting children in public areas outside of school.	Medium

		▪ Non-essential deliveries and visitors to school are minimised. ▪ Arrangements are in place for segregation of visitors. ▪ Visitors are required to wear face coverings in all public areas unless they have a medical exception and arrangements can be put into place to mitigate any additional risk		Staggered times should avoid this. • All adults on site must wear face coverings when dropping off/collecting, unless exempt. • Post to be left in reception by delivery driver & collected by a member of staff, no signing of documents required. Gloves to be worn when handling post
4.2 Management of Aggress and Egress – arrival and departure				
The start and end of the school day create risks of breaching social distancing guidelines	Low	▪ Parents have clear information on drop-off, pick up procedures whether on foot or driving with clear signage in place ▪ Start and departure times are staggered to reduce pinch points and risk of breach. ▪ A clear traffic management scheme is in place that allows safe queuing of vehicles monitored on the school gate with a drop-off and go procedure in place ▪ All available safe exits are utilised to leave the school building, with clear safeguarding procedures in place to ensure children are handed over to their parents ▪ Segregation of groups is considered wherever practicable ▪ Floor markings are visible where it is necessary to manage any queuing.		• Staggered start & finish times • Encourage parents & children to walk to school where possible, park away from the school site • Y6 Children to cycle where possible See details above	Medium
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply		▪ Start and finish times are staggered. ▪ 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.		• Staggered start & finish times • Encourage people to walk to school where possible, park away from the school • Y6 Children to cycle where possible • Standing item on the newsletter See above	Medium

4.3 Management of classrooms and teaching spaces					
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	Low	▪ Home base arrangements are in place. ▪ Net capacity assessment is completed, with each classroom and teaching space compliant with social distancing measures and in line with local and government guidance ▪ All furniture not in use has been removed from classrooms and teaching spaces into safe storage ▪ Arrangements are reviewed regularly.		• See appendix 6 • Children will remain in their bubble until advised otherwise and in the same room for the duration of this re-opening phase and until advised otherwise. Where necessary children will mix with other bubbles for the benefit of the education. • All rooms & spaces are compliant with LA guidance • Removal of furniture, soft furnishing, cushions, and other equipment specified in the guidance • Review on daily basis and making any adjustments where necessary & in line with government guidance	Low
4.4 Management of movement in corridors					
Social distancing guidance is breached when pupils circulate in corridors	Low	▪ Circulation plans have been reviewed and amended. ▪ Corridors are divided where feasible. ▪ Circulation routes are clearly marked with appropriate signage. ▪ Any pinch points/bottle necks are identified and managed accordingly. ▪ The movement of pupils around school is minimised as much as possible. ▪ Where possible, pupils and staff stay in classrooms or in designated external areas ▪ Pupils are reminded regularly to observe social distancing guidance whilst circulating, supported by signage ▪ Appropriate supervision levels are in place.		• Two-way system in place • H&S walk with SLT • All corridors operate a two-way system • Signage displaying information is visible • Very limited movement of pupils all day, go outside using external doors, staggered break & lunch times & time spent outside in segregated	Low

				areas, not mixing with others outside their year group bubble, unless required for the purpose of their education. • Staff remind children about social distancing and ensure compliance • Age appropriate staff ratios are adhered to	
4.5 Management of social distancing at break times					
Pupils may not observe social distancing at break times	Low	▪ Break times are staggered. ▪ External areas are designated for different groups. ▪ Pupils are reminded about social distancing as break times begin. ▪ Social distancing signage is in place around the school and in key areas. ▪ Supervision levels have been enhanced, especially with younger pupils, to support social distancing.		• Staggered break times • Outside areas are segregated for different year group bubbles • Staff remind children about social distancing and ensure compliance • Signage displaying information is visible	Low
4.6 Management of Social Distancing at lunchtimes					
Pupils may not observe social distancing at lunch times	Low	▪ Pupils are reminded about social distancing as lunch times begin. ▪ Pupils wash their hands using the 20 second routine, before and after eating. ▪ Dining area layouts have been configured to ensure social distancing and avoid mixing of bubbles. Seating and staffing arrangements are consistent ▪ Tables and chairs have been cordoned off where this is not possible. ▪ 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. ▪ Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). ▪ Eating areas are cleaned after lunch.		• Dining room in use for hot lunches only Y2-Y6 – sandwiches/cold lunches are eaten in classrooms • Children wash/sanitise hands before they go for their lunch, overseen by teachers, LSAs & SLT • Year group bubbles have designated eating areas in the dining hall & seated within their own bubble • Staggered lunch times • Staff & children to remain in classrooms for all activities	

				unless there is capacity for to go outside without breaking their bubble, limited mixing will be allowed for the purpose of a child's education. • Rotas for DRAs and SLT over lunches are consistent • Areas have been cordoned off and staff are aware of these areas • Once a bubble has left the dining room seating areas are cleaned down/sanitised for the next bubble • Floor markings in place throughout the school and school entrances to ensure social distancing	
4.7 Management of social distancing and hygiene in the toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures	Low	▪ 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. ▪ 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 children are supervised in doing so. Signage is in place		• Handwashing before lunch & sanitise • Floor markings are in place and children are reminded of social distancing • We hold a small stock of soap and sanitiser and out local supplier will replenish as and when required • Lidded bins used in all classrooms for the disposal of tissues • Lidded tissue bins in classrooms are emptied at lunchtime & at the end of the day & are double bagged & disposed of appropriately. All other bins are emptied at the	Low

				- end of the day by our cleaning team - Staff ensure handwashing takes place regularly throughout the day & supervise the younger children, signage is in place	
4.8 Safety arrangements for the use of medical rooms					
The configuration of medical rooms may compromise social distancing measures	Low	- 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. - Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff		- Isolation room available for any children or staff displaying Covid19 symptoms – room next to dining room - Anyone displaying symptoms will be isolated and sent home immediately and sent for a test. - Isolation room once is vacated the site team will do a deep clean & fogger the area at the end of the working day. - Site team will adhere to the H&S guidance around the use of fogging equipment including the wearing of protective clothing and ensuring the room is adequately ventilated - Appropriate PPE is available for staff if a child is displaying Covid19 symptoms - First Aid packs available in all corridors & First Aider on-site always - PPE available for all first aiders and children displaying symptoms	Medium

5. Securing and sustaining robust hygiene systems and procedures					
5.1 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	Low	- An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. - Working hours for cleaning staff are increased to secure sufficient capacity to undertake an enhanced cleaning regime throughout the day - Sufficient supplies of soap/handwash, paper towels, tissues and cleaning products are procured to ensure constant supplies ae available in every teaching and washing space		- Toilets to be cleaned twice daily – at lunchtime by the site team and end of day by the cleaning team - A fogger to ensure a deep clean has been purchased and will be used daily to clean equipment and outdoor play areas - Site team hours increased to take account of additional cleaning required throughout the day & available from 6.30amd – 6.30pm daily - Sufficient supplies of soap & handwash are available & we have stocks available to be replenish when stocks run out - Cleaning materials are sourced locally, and we have a good relationship with supplier when stocks become depleted to be replenished quickly	Low

				• Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings – think one site, one wipe, in one direction.	
5.2 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	Low	▪ An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are ordered ▪ Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.		• Sufficient supplies of soap & handwash are available & we have surplus stock, locally sourced so stock can be replenished quickly • SSO team ensure sufficient stock levels remain sustainable	Low
Pupils forget to wash their hands regularly and frequently	Low	▪ 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. ▪ Pupils and staff are taught how to effectively wash their hands especially before and after eating, going to the toilet, or following direct contact with another person		• Children are reminded at break & lunchtimes about the importance of washing their hands • Signage in place • Hand sanitising stations are at entry points to the school & to the dining rooms • SLT, MLT & Learning Mentors are on duty at critical times to ensure compliance and handwashing routines • Training for staff, posters in rooms & children taught by the teachers about personal hygiene	Low
5.3 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines	Low	▪ Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. ▪ Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on		• Government guidance has been shared with staff & updated as and when necessary	Medium

		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 wearing of gloves is not a substitute for good handwashing.		• The importance of wearing PPE equipment has been shared • Staff to wear face coverings when in communal area including entrance & exits points to the school & at teacher's classroom doors • Staff administering care must wear PPE and have been trained in the delivery of this care & in their disposal • Staff are aware that PPE is required supervising a person displaying symptoms or administering first aid or intimate care • All staff have been provided with a face covering which must be worn when outside their classroom or office. Parents to wear masks on-site, children it is optional. • Children can choose to wear a mask, but they must provide it themselves and must not be worn in classrooms • Routine handwashing practices are in place together with hand sanitiser available throughout the school • PPE available for all staff caring for a child with symptoms until they are collected • PPE available for first aiders

				- First aiders are given the option to opt out of duties if they do not feel safe, SLT to pick this up if this should ever be the case - All Covid cases to be dealt with by SLT to limit risk to the staff	
Failure to fit, wear, store and dispose face coverings safely contributes to the transmission of infection		- Face coverings should be worn safely by adults when moving around the premises, specifically outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. - This should cover entrance and egress of the premises see: <u>safe working in education</u> (face coverings should be put on before entering the building and not removed until leaving the building when outside of the classroom) - Those with a physical or mental illness or impairment or disability or those who provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate, may be exempted (clear pane face coverings may be appropriate in some instances) see: <u>face coverings</u> - An emergency supply of face coverings for contingency purposes is available if required. - All staff are aware of the process for managing face coverings in school which includes the hygienic fitting, removing, storage and disposal (sealable plastic bags between use). - Face coverings should be worn in classrooms if social distancing cannot be maintained or it would negatively impact on the pupil's ability to take part in exercise or strenuous activity, for example in PE lessons. - Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can be worn. **Face visors or shields should not be worn as an alternative to face coverings**. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.		- All staff have been provided with two reusable face coverings for use within school - Supply of face covering kept in school office for staff/visitors that require one - All visitors checked for face covering before entering the building - Guidance on wearing/removing face coverings delivered to staff 3.3.21 - Face coverings worn in class when staff are needed to teach in a classroom that is not in their usual bubble	Low

30

6. Curriculum organisation						
Children may need to re-socialise and familiarise with new routines	Low	▪ Consideration should be given on planning what to teach, and how, taking into account the temporary disapplication of the curriculum ▪ The priorities for young children currently is resocialisation into new style school routines; speaking and listening and regaining momentum in particular with early reading.		• All children will remain with their class teacher wherever possible and will receive some PHSE lessons. Adults will be available to speak to children if needed.		Low
Children taking items of work, including reading books, home & bringing in materials for curriculum use		▪ Risk of virus being spread through materials being brought in from home & from school, cross-contamination needs to be minimised		• Reading books should be sent home as needed. • Children can bring in items that are needed from home but they must come in 2 days before use and stored in teachers' cupboards during this time. • Items, including things children have made, will at times be sent home, again these items will only be from the child's class.		Low
6.1 Provision of remote learning for self-isolation						
Arrangements for remote learning are insecure or unsustainable to ensure provision for pupils self-isolating		▪ Insert school arrangements and mitigation: To secure the statutory duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The following arrangements are in place and are subject to constant monitoring and review: ▪ the remote learning offer is equivalent to the core teaching pupils would receive in school (delete as appropriate):-		• Remote learning policy adopted in Jan 2021 includes plans for full lockdown, single child self-isolating and full bubbles self-isolating • All government guidelines have been followed in the policy in regards to time each day and curriculum offered		Low

		- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children - Key Stage 2: 4 hours a day ▪ Systems are in place for checking, daily, whether pupils are engaging with their work ▪ A named senior leader with overarching responsibility for the quality and delivery of remote education is identified		- Daily checks by teachers for engagement and work submitted. Parents contacted daily if concerns arise - Vulnerable children contacted daily by inclusion team - Deputy Head named as remote learning lead with overarching responsibility - Phase leaders monitor learning within their year groups	
Pupils are unable to access the online offer		▪ Set out arrangements to overcome digital poverty ▪ Set out arrangements to support parents ▪ Set out arrangements to consider support that can be offered to parents to enable them to construct a learning environment within their home ▪ Set out the arrangements for disengagement		- Laptops available and sent to all families who needed support - Designated email address for parents to use for technical support - Governor support twice weekly to support families with technical issues - Families who are disengaged have daily phone calls from inclusion team/class teacher	Low

7. Enhancing mental health support for pupils and staff					
7.1 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	Low	▪ 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.		• Small groups of children & families supported by our learning mentor team • Daily contact with all staff from SLT • Regular assemblies take place to discuss wellbeing & mental health • Professional bodies are available if additional support is required • Website updated regularly	Low
7.2 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	Low	▪ 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 briefings/training on wellbeing are provided. ▪ Staff have been signposted to useful websites and resources.		• Line managers remained in regular contact with their staff & ensure any issues are deal with as they arise • All staff have access to professional bodies e.g. OH, Relate, counselling if required and available upon request or referral • SLT available for staff should they ever need it • Regular team meetings take place to ensure staff wellbeing is addressed and any issues which need referring on are done so through SLT or HR	Low

Working from home can adversely affect mental health	Low	▪ Staff working from home due to self-isolation have regular catch-ups with line managers. ▪ Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. ▪ Appropriate work plans have been agreed with support provided where necessary. ▪ Staff working from home may help provide remote learning for any pupils who need to stay at home.		• Regular Teams meetings with teams of staff • Rotas are in place to ensure a fair system is in place for staff needing to be in work & is reviewed on a regular basis – currently all staff in school • High quality learning will be taking place daily if the need arises via Teams/SeeSaw • PPA to be taken at school, in the staffroom or lower hall where social distancing can be maintained	Low
7.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family	Low	▪ The school has access to trained staff who can deliver bereavement counselling and support. This includes the Council's critical incident team ▪ Support is requested from other organisations when necessary.		• A professional body is available if required • Counselling service relate used if new cases emerge	Low

8 Governance and policy					
8.1 The role of Governors					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	Low	▪ The governing body continues to meet regularly via online platforms. ▪ The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. ▪ 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. ▪ Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. ▪ 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.		• Regular communication continues between the headteacher & the chair of governors via Teams • Governing Body meetings continue to take place via Teams to ensure statutory requirements together with any other business needs are addressed and met • All risk assessments & revised policies are subject to governor approval prior to circulation • Regular updates between governors & the headteacher continue & the website is updated accordingly • Minutes from previous meetings are reviewed and all members have the opportunity to approve these • Virtual meetings are being are being held through Teams rather than f2f • Policies communicated & shared with school, stakeholders & governors	Low
Governors are not fully informed or involved in making key decisions	Low	▪ Online meetings are held regularly with governors. ▪ Governing bodies are involved in key decisions on reopening. ▪ Governors are briefed regularly on the latest government guidance and its implications for the school.		• Regular communication continues between the headteacher & the chair of governors • All risk assessments & revised policies are subject to	Low

				- governor approval prior to circulation - Regular updates between governors & the headteacher continue & the website is updated accordingly - Policies communicated & shared with school, stakeholders & governors	
8.2 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	Low	- All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. - Staff, pupils, parents and governors have been briefed accordingly. - Governors have approved revisions - A review of the child protection policy to reflect the move to remote education for most pupils has been undertaken. - This is reflected as a coronavirus (COVID-19) addendum that summarises related changes - All staff are aware of the revised policy.		- All relevant policies are being reviewed in light of the Covid 19 pandemic - All risk assessments & revised policies are subject to governor approval prior to circulation - Policies communicated & shared with school, stakeholders & governors - Revised policies sent out to all staff and approved by governors	Low

9. Other operational issues					
9.1 Review of fire procedures					

Fire procedures are not appropriate to cover new arrangements	Low	• Fire procedures have been reviewed and revised where required, due to:
		  • Reduced numbers of pupils/staff
		  • Possible absence of fire marshals
		  • Social distancing rules during evacuation and at muster points
		  • Possible need for additional muster point(s) to enable social distancing where possible
		• Staff and pupils have been briefed on any new evacuation procedures.
		• Incident controller and fire marshals have been trained and briefed appropriately.
				• Revised policy in place - March 2021
				• Fire Procedure Policy updated and approved – see attached Appendix 7
				• Regular fire drills in line with the policy take place at different times within the day
					Low

Fire evacuation drills - unable to apply social distancing effectively	Low	• Plans for fire evacuation drills are in place which are in line with social distancing measures.		• See Fire Policy – Appendix 7 • Fire drills are carried out on a regular basis and the importance of social distancing is being embedded	Low
Fire marshals absent due to self-isolation	Low	• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.		• Sufficient capacity for fire marshals	Low
9.2 Free school meals					
Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school	Low	▪ A member of the school's administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school.		• SEND, Learning Mentors, DSL, headteacher & SBM ensure those eligible for FSM receive their allowance when in school & during the lockdown period	Low

				Vouchers available to those children self-isolating	
9.3 Contractors working on the school site					
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	Low	- 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. - 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).		- Essential maintenance work & statutory work to be conducted under the direction of the site team adhering to the ' Covid 19 Safety Advice for Visitors & Volunteers.' - Face covering to be worn when in corridors/communal areas - Signing in & out system in place which has a Track & Trace facility - Any emergency work will be undertaken under the direction of the site team or a member of SLT to ensure compliance is in place and social distancing measures are adhered to	Low

10. Additional site-specific issues and risks					
Schools to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
Limit office to rota office staff – 2 working in there at any one time Limit office to rota office staff – 2 working in there at any one time	Low	Social distancing is being maintained throughout the day, office door to remain closed during school opening, staff to use own phones & not encourage others to use their equipment. Parents/carers not to send in cash for school activities, CHAMPS, nursery, dinners etc Office desks to be rearranged to ensure they are 2 metres apart Office door to be closed at all times and contact with the office to be made via email or phone Sliding glass windows to be kept closed and intercom system to be put in place Only 1 visitor at a time to be allowed into vestibule area Parents to be encouraged to make contact with office via email or phone wherever possible No forgotten items to be passed to the office to reduce contact points unless absolute essential ie medication No cash to be accepted, all payments to be made through SIMS Pay All registers to be completed on SIMS, no paper sheets to be submitted All photocopying to be kept to absolute minimum to limit risk of transmission Staff well-being		• Signage to be placed on doors • Staff awareness of own space & the need to maintain social distancing • Staff to wear face covering in communal areas or where you can't safely socially distance • No cash is received into the office all payments for school activities/CHAMPS etc. to be made via SIMSPay • The office has been fitted with protective screens and a telephone system to communicate with parents when they call to reception. • Handbook on website for parents • Signs to be placed on external doors reminding visitors about social distancing, sanitising hands & only one family in the foyer at any one time • Protective screens & face covering to be in communal areas worn • When dealing with visitors face coverings • No staff or parents allowed entry into the office • Items left behind by the child at home will not be permitted	Low

				into the school including their packed lunch, alternative arrangements will be made for a school meal to be provided if this is the case. All other personal belongings to be sent in the following day if required. • Office to remain as one bubble no contact with other colleagues • Provision in place if staff have to self-isolate and work from home • Staff well-being is addressed Secret Buddy Scheme, Year group structure SLT & MLT checking up on staff, compassionate to needs for staff to self-isolate for staff or family to self-isolate, weekly staff briefing with updates & SLT available 24/7 for staff for discussion or advise. • Reduction on staff workload due to reorganisation of the curriculum • Staff feel secure to robust RA & safety measures • PPE equipment, sanitiser, masks provided for all staff • Positive feedback from governors to staff	
Division in halls	Low	Ensure social distancing is maintained in bigger classroom bases		• Halls to be used by one class bubble at a time • Two-way system in and out of the halls to be adhered to	Low

Boundaries in large shared areas are clearly marked to ensure adequate social distancing	Low	Ensure social distancing is maintained in bigger classroom bases Ensure children use their own equipment and desks		• Halls to be used by one class bubble at a time • Two-way system in and out of the halls to be adhered to • Children encouraged to use their own equipment and will remain in their bubble	Low
Apprentice study time to be done a home & may not have time to study or tutorials	Low	Apprentices study time to be done at home One to one tutorial via Zoom or Team Viewer		• Tutors are welcome on-site for meetings & assessments when necessary but must always maintain social distancing & wear PPE	Low
EYFS	Low	See Appendices 8 & 9			