



**ENFIELD**  
LEARNING TRUST

**BE INCLUDED**

School: **Bowes Primary School**

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

**RESPONDING  
TO COVID-19**

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<sup>nd</sup> 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:	Paul Barraclough	Job title:	Executive Headteacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
	Gulev Karayel		Head of School		

Date of assessment:	Updated 01.09.20	Review interval:	When required	Date of next review:	

Date of change	Risk reference number	Details of change/ update	Notes

## Related documents

<b>Trust/Local Authority documents:</b>	<p><b>Government guidance:</b></p> <p>NHS 111 <a href="https://111.nhs.uk/covid-19">https://111.nhs.uk/covid-19</a></p> <p>Government guidance: <a href="https://www.gov.uk/coronavirus">https://www.gov.uk/coronavirus</a> <a href="https://www.gov.uk/government/organisations/public-health-england">https://www.gov.uk/government/organisations/public-health-england</a></p> <p><a href="http://www.gov.uk/government/publications/coronavirus-outbreak-faqs">www.gov.uk/government/publications/coronavirus-outbreak-faqs</a></p> <p><a href="#">Actions for educational and childcare settings to prepare for wider opening from 1 June 2020</a></p> <p><a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools#flexibility">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools#flexibility</a></p> <p><a href="https://www.gov.uk/guidance/help-secondary-school-children-continue-their-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/help-secondary-school-children-continue-their-education-during-coronavirus-covid-19</a></p> <p><a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a></p> <p><a href="#">What parents and carers need to know about schools and other education settings during the coronavirus outbreak</a></p> <p><a href="http://www.nhs.uk/live-well/health-body/best-way-to-wash-your-hands/">www.nhs.uk/live-well/health-body/best-way-to-wash-your-hands/</a></p> <p><a href="https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/">https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/</a></p> <p><a href="https://www.publichealth.hscni.net/news/covid-19-coronavirus">https://www.publichealth.hscni.net/news/covid-19-coronavirus</a></p>
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# Risk matrix

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

Areas for concern	Risk rating		In place? (Yes/No)	Further action/c omment s	Residual risk rating (H/M/L)
	prior to action (H/M/L)	Control measures			
<b>1. Establishing a systematic process for full opening of schools</b>					
<b>1.1 Organisation of 'bubbles' in full class groupings</b>					
<b>Unintended mixing between classes will increase the risk of the virus spreading</b>		<ul style="list-style-type: none"> <li>• There is full compliance with the 9 PHE system control measures set out in the latest government guidance.</li> <li>• Each class remains within its designated room/space and predominantly stays within this area.</li> <li>• Any facilities used by more than one class are cleaned and disinfected after use and before use by a new group.</li> <li>• Schemes of work are reviewed to minimise the need for bubbles to use specialist facilities one after the other.</li> <li>• Pupils observe hygiene guidance and wash hands frequently.</li> <li>• Teachers moving between groups comply with social distancing and hygiene guidance.</li> <li>• 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).</li> <li>• 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.</li> <li>• When pupils are withdrawn for small group work (e.g. SEND pupils) social distancing guidelines are fully observed.</li> <li>• Staggered arrival and leaving times; break times and lunch times.</li> </ul>			M/L
<b>1.2 Organisation of teaching spaces (+3.3)</b>					
<b>Teaching pupils in full classes will increase the risk of the virus spreading</b>		<ul style="list-style-type: none"> <li>• There is full compliance with the 9 PHE system control measures set out in the latest government guidance.</li> <li>• Pupils observe hygiene guidance and wash hands frequently.</li> <li>• Good respiratory hygiene is ensured by promoting the 'catch it, bin it, kill it' approach.</li> <li>• Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach introduced.</li> <li>• Contact between individuals minimised and social distancing maintained wherever possible.</li> <li>• Staff maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible.</li> </ul>			M/L

		<p>Ideally, adults maintain 2 metres distance from each other, and from children.</p> <ul style="list-style-type: none"> <li>• Pupils are seated side by side and facing forwards, rather than face to face or side on.</li> <li>• Unnecessary furniture is moved out of classrooms to make more space.</li> <li>• For pupils who are old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs.</li> </ul>			
<b>The use of shared spaces and specialist classrooms increases the risk of infection between bubbles</b>		<ul style="list-style-type: none"> <li>• Larger spaces and specialist classrooms are used by one discrete class at a time.</li> <li>• Large and specialist spaces are cleaned and disinfected thoroughly before and after use.</li> <li>• Large gatherings prohibited.</li> <li>• 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.</li> <li>• Design layout and arrangements are in place to enable social distancing where possible.</li> <li>•</li> </ul>			M/L
<b>1.3 Staffing</b>					
<b>Due to COVID-19, the number of staff who are available is lower than that required to teach classes in school</b>		<ul style="list-style-type: none"> <li>• There is full compliance with the 9 PHE system control measures set out in the latest government guidance.</li> <li>• The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>• 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.</li> <li>• 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).</li> <li>• Dialogue is held with Professional Associations/Trade Unions on the school's approach to staff returning to work.</li> </ul>			M/L

1.4 The school day					
<p><b>The start and end of the school day create risks of contact between discrete class bubbles</b></p>		<ul style="list-style-type: none"> <li>• Start and departure times are staggered.</li> <li>• The number of entrances and exits to be used is maximised.</li> <li>• Different entrances/exits are used for different groups.</li> <li>• Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>• Floor markings are visible where it is necessary to manage any queuing.</li> <li>• Attendance patterns have been optimised to ensure maximum safety.</li> <li>• Only one adult per family to be able to come into the school grounds to drop off or collect their child.</li> <li>• Any messages for the teacher should be sent to the school office email address, where it will be passed on.</li> <li>• Parents will not be able to enter the school building, they should call or email the school office with any queries, rather than coming into the school office</li> </ul>			M/L
1.5 Planning movement around the school (+3.4 corridors)					
<p><b>Movement around the school risks contact between discrete class group bubbles</b></p>		<ul style="list-style-type: none"> <li>• Class group 'bubbles' remain in their home bases for most of their learning.</li> <li>• Timetabling avoids more than one class group in circulation at any one time in the same part of the building.</li> <li>• Staff moving between class groups observe social distancing and hygiene procedures at all times.</li> <li>• One-way systems are in place where possible.</li> <li>• Corridors are divided where feasible.</li> <li>• Appropriate signage is in place to clarify circulation routes.</li> <li>• Pinch points and bottle necks are identified and managed accordingly.</li> <li>• Appropriate duty rota and levels of supervision are in place.</li> </ul>			M/L
1.6 Curriculum organisation					
<p><b>Having missed up to 5 months' learning, pupils will have fallen behind in their progress during school closures and achievement gaps will have widened</b></p>		<ul style="list-style-type: none"> <li>• 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.</li> </ul>			M/L

		<p>This will include revising schemes of work, prioritising key elements of the curriculum, engaging in the National Tutoring Programme and additional planned intervention programmes.</p> <ul style="list-style-type: none"> <li>• Gaps in learning will be assessed and addressed systematically in teachers' planning.</li> <li>• Home and remote learning will continue and will be calibrated to complement in-school learning and address gaps identified.</li> </ul>			
<p><b>Some learning activities (for example singing, wind and brass playing and some sports) pose increased risks of spreading COVID-19 infection</b></p>		<ul style="list-style-type: none"> <li>• Learning activities for which there is a greater risk of infection are identified and relevant staff informed.</li> <li>• 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.</li> <li>• Enrichment activities are reviewed and revised accordingly.</li> </ul> <p><b>PE –</b></p> <ul style="list-style-type: none"> <li>• Sporting competitions or contact with those outside the class bubble to be avoided.</li> <li>• Year groups to be allocated a box of sporting equipment. These should be cleaned before and after use.</li> <li>• Any sports equipment that is used by different year group bubbles should be thoroughly cleaned between each use.</li> <li>• Contact sports to be avoided.</li> <li>• Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene as this is particularly important in a sports setting because of the way in which people breathe during exercise.</li> <li>• School halls to be timetabled for indoor PE. Timetable the use of the hall for a different year group each day. Hall to be cleaned thoroughly at the end of the day before another year group bubble uses it.</li> <li>• Schedule dance for indoor PE slot for autumn 1 so that the use of gym equipment is avoided.</li> </ul> <p>Only provide team sports on the list available at <a href="#">return to recreational team sport framework</a>.</p> <p><b>Teaching of music dance and drama (including signing and playing an instrument) poses an increased risk of the virus spreading</b></p>			<p>M/L</p>



- Staff are aware that although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place.
- Staff should ensure that when teaching music, dance and drama the pupils and staff should observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group.
- Physical correction by teachers and contact between pupils in dance and drama should be avoided.
- Staff should keep background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, do not share microphones
- If planning an indoor or outdoor face-to-face performance in front of a live audience, staff should follow the latest advice in the DCMS [performing arts](#) guidance, implementing events in the lowest risk order as described. If planning an outdoor performance staff should also give particular consideration to the guidance on delivering [outdoor events](#).
- Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, teachers should consider limiting the numbers in relation to the space.
- If playing musical instruments and singing in groups indoors, staff should ensure that a room is used with as much space as possible, for example, larger rooms and rooms with high ceilings. Numbers should be limited to account for ventilation of the space and the ability to social distance.
- In the smaller groups where these activities can take place, staff should ensure that strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists is maintained. If the activity is face-to-face and without mitigating actions, 2 metres is appropriate.
- Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Wind and brass players should be positioned so that the air from their instrument does not blow into another player.

		<ul style="list-style-type: none"> <li>• Staff to avoid the sharing of equipment wherever possible. They should place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.</li> <li>• Staff should ensure that if instruments and equipment have to be shared they should be disinfected regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users.</li> </ul>			
<b>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??</b>		<ul style="list-style-type: none"> <li>• The EYFS Co-ordinator and team review the latest guidance on disapplication and modification of the EYFS curriculum.</li> <li>• 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.</li> </ul>			M/L
<b>The resumption of non-overnight school visits poses risks to infection control</b>		<ul style="list-style-type: none"> <li>• All school visits are considered on a case by case basis.</li> <li>• A comprehensive risk assessment, factoring in COVID-19 related risks, is undertaken for each visit.</li> <li>• Measures are taken to ensure that discrete class group bubbles do not mix on school visits.</li> </ul>			M/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)
<b>1.7 Staff workspaces</b>					
Staff rooms and offices do not allow for observation of social distancing guidelines		<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff have been briefed on the use of these rooms, which may need to be more limited than is normal.</li> <li>Use of staffroom should be minimised, staff to be encouraged to eat in their other areas if possible.</li> </ul>			M/L
<b>1.8 Managing the school lifecycle</b>					
Limited progress with the school's 2020-21 calendar and workplan because of COVID-19 measures		<ul style="list-style-type: none"> <li>School calendar for 2020-21 finalised within the context of the latest guidance on full re-opening.</li> <li>Senior Leadership Team (SLT) and staff workplans informed by reopening plans and latest guidance.</li> <li>Staff recruitment for September 2020 completed.</li> </ul>			M/L
Pupils moving on to the next phase in their education do not feel prepared for the transition		<ul style="list-style-type: none"> <li>Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> <li>Virtual tours of the school are available for parents and pupils.</li> <li>Online induction days for pupils and parents are planned.</li> </ul>			M/L
<b>1.9 Governance strategy</b>					
Trustees and LEC Members are not fully informed or involved in making key decisions about full opening		<ul style="list-style-type: none"> <li>Online meetings are held regularly with Trustees and LEC Members.</li> <li>Trustees are involved in key decisions on full opening.</li> <li>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.</li> </ul>			M/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)
<b>1.10 Policy review</b>					
<b>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</b>		<ul style="list-style-type: none"> <li>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.</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>		Policies to be updated. Staff to be informed by 3 September. Parents to be informed where relevant	M/L
<b>1.11 Communication strategy</b>					
<b>Key stakeholders are not fully informed about the plans for reopening and their implications</b>		<p>Communications strategies for the following groups are in place:</p> <ul style="list-style-type: none"> <li>Staff</li> <li>Pupils</li> <li>Parents</li> <li>Governors/Trustees</li> <li>Local authority</li> <li>Regional Schools Commissioner</li> <li>Professional associations</li> <li>Other partners</li> </ul>		<p>Parents have been informed</p> <p>Staff to be informed about the full plans by 3 September</p>	M/L
<b>An unforeseen lockdown situation prevents effective communication with pupils, parents and staff regarding contingency arrangements</b>		<ul style="list-style-type: none"> <li>Contingency plans are in place, including arrangements for home/remote learning, pastoral care and safeguarding.</li> <li>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.</li> <li>Contact records for pupils, parents and staff are kept up to date.</li> </ul>			M/L

1.12 Pupil attendance					
<p><b>Pupil attendance is lower than expected due to parental concerns about pupils' safety from infection</b></p>		<ul style="list-style-type: none"> <li>• Parents informed that school attendance is mandatory from the beginning of the autumn term.</li> <li>• Communications with parents reassure them about the safety of full reopening under the latest government guidance.</li> <li>• Dialogue is held with parents who have concerns.</li> <li>• Attendance Officer responsibility is to record attendance and follow up on absences.</li> <li>• Consider issues sanctions, including fixed penalty notices if appropriate.</li> </ul>			L
<p><b>Pupils (or family members) who were shielding are still not attending school</b></p>		<ul style="list-style-type: none"> <li>• Parents informed that as the shielding advice for all adults and children was paused on 1 August 2020, even the small number of pupils who remain on the shielded patient list can also return to school, as can those who have family members who were shielding</li> <li>• If rates of the disease rise in local areas (children (or family members) from that area may be advised to shield.</li> </ul> <p>If a pupil is unable to attend school because they are complying with clinical or public health advice e.g. self isolation or family isolation, they should have access to remote education.</p>			L
<p><b>The school has not identified reluctant or anxious pupils who are not returning to school</b></p>		<ul style="list-style-type: none"> <li>• Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them.</li> <li>• Use the additional catch-up funding schools as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance.</li> <li>• Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance.</li> </ul>			
1.13 Staff induction and CPD					
<p><b>Staff are not trained in new procedures, leading to risks to health</b></p>		<ul style="list-style-type: none"> <li>• A revised staff handbook is issued to all staff prior to reopening.</li> <li>• Induction and CPD programmes are in operation for all staff prior to reopening, and include:</li> </ul>			L

		<ul style="list-style-type: none"> <li>- The 9 PHE system control measures set out in the latest government guidance</li> <li>- Organisational arrangements (i.e. class groups operating as 'bubbles')</li> <li>- Infection control</li> <li>- Fire safety and evacuation procedures</li> <li>- Constructive behaviour management</li> <li>- Safeguarding</li> <li>- Risk management</li> </ul>			
<b>New staff are not aware of policies and procedures prior to starting at the school when it fully reopens</b>		<ul style="list-style-type: none"> <li>• Induction programmes are in place for all new staff – either online or in-school – prior to them starting.</li> <li>• The revised staff handbook is issued to all new staff prior to them starting.</li> </ul>		Induction programme in place for staff. All new staff to have an induction by 3 September.	L
<b>1.14 Free school meals</b>					
<b>Pupils eligible for free school meals do not receive them due to discontinuity during the school closure period</b>		<ul style="list-style-type: none"> <li>• 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.</li> </ul>			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)
<b>1.15 Risk assessments</b>					
<b>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.</b>		<ul style="list-style-type: none"> <li>• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:</li> <li>• Different areas of the school</li> <li>• When pupils enter and leave school</li> <li>• During movement around school</li> <li>• During break and lunch times</li> <li>• Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> <li>• School trips and visits</li> </ul>			M/L
<b>1.16 Responding to cases of COVID-19 and local lockdowns</b>					
<b>The school is unsure how to respond when there are suspected or confirmed cases of COVID-19 amongst pupils or staff</b>		<ul style="list-style-type: none"> <li>• There is full compliance with the 9 PHE system control measures set out in the latest government guidance.</li> <li>• Class group 'bubbles' are kept discrete at all times.</li> <li>• The local health protection team is contacted immediately for advice.</li> <li>• The school engages swiftly with NHS Test and Trace if cases are suspected.</li> <li>• 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.</li> <li>• Arrangements are in place for home and remote learning for pupils who are required to self-isolate.</li> <li>• In the event that a parent insists on a child attending school when a pupil has symptoms, the school to take the decision to refuse the child to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</li> </ul>			M/L
<b>The school is unprepared for a local lockdown should the rate of infection rise in the area</b>		<ul style="list-style-type: none"> <li>• There is full compliance with the 9 PHE system control measures set out in the latest government guidance.</li> <li>• A contingency plan is in place should a local lockdown be announced and staff are briefed on its contents.</li> <li>• There is regular liaison with the local health protection team.</li> </ul>			M/L

		<ul style="list-style-type: none"> <li>Systems put in place during the school closure period (e.g. home/online learning, pastoral systems, safeguarding systems) are ready to be reactivated.</li> <li>Lessons learnt during the school closure period are applied to the contingency plan.</li> </ul>			
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Areas for concern	Risk rating		In place? (Yes/No)	Further action/com ments	Residual risk rating (H/M/L)
	prior to action (H/M/L)	Control measures			
<b>2. Investing in health and safety arrangements and safety equipment to limit the spread of COVID-19</b>					
<b>2.1 Public Health England system control measures</b>					
<b>Lack of a comprehensive plan to implement PHE system control measures increases the risk of infection in the school</b>		<ul style="list-style-type: none"> <li>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:</li> </ul> <p><b>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</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>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).</li> <li>Any pupil or staff member needs to go home immediately if they have symptoms. They should take a test as soon as possible.</li> <li>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.</li> <li>If the child uses the bathroom, it must be thoroughly disinfected before use by anyone else.</li> <li>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.</li> </ul>			M/L



		<ul style="list-style-type: none"> <li>Routinely taking the temperature of pupils is not recommended by Public Health England as this is an unreliable method for identifying coronavirus (COVID-19).</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Infection control training is arranged for new staff.</li> </ul> <p><b>2. Clean hands thoroughly more often than usual</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>It is defined which bubbles are using which toilets and sinks.</li> <li>A tick sheet/ board is maintained when handwashing has taken place as a visual reminder.</li> <li>Handwashing routines are re-taught to pupils using suitable video.</li> <li>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.</li> </ul> <p><b>3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>The location of bins around the school is checked on, and more are ordered if necessary.</li> <li>A schedule for bins to be emptied / disinfected is in place and is adhered to.</li> <li>Pupils using public transport are reminded of the need to wear face coverings/masks.</li> <li>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.</li> </ul> <p><b>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</b></p> <ul style="list-style-type: none"> <li>The school’s business manager ensures delivery of the induction package to cleaning staff so they fully understand their role in preventing the spread of coronavirus.</li> </ul>			
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		<ul style="list-style-type: none"> <li>• The cleaning schedule is reviewed and if necessary additional staff hours are provided to ensure that DfE listed criteria are met.</li> <li>• Stock checks and stock control are maintained</li> </ul> <p><b>5. Minimise contact between individuals and maintain social distancing wherever possible</b></p> <ul style="list-style-type: none"> <li>• Bubbles are extended to full class year group size.</li> <li>• Staff are kept consistent with each bubble as far as possible.</li> <li>• In class, furniture is arranged so that children are facing forwards and sitting side by side.</li> <li>• Any furniture that is surplus to requirements is removed.</li> <li>• As far as possible, children are taught not to touch each other or staff. This will involve re-learning about play time.</li> <li>• No more than 1 year group ever occupies a shared space (hall, dining room etc) at one time. A 2m distance between the bubbles is maintained when 2 or 3 classes bubbles (from the same year group) are together in the same space.</li> <li>• Staggered start and finish times, staggered break times and staggered lunch times are implemented.</li> <li>• Children are taught in age appropriate ways about coronavirus, how it is spread and how they can play their part in keeping everyone safe.</li> <li>• 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.</li> <li>• Resources are boxed, including library books, that are needed for particular classes, to avoid pupils using shared areas such as the school library.</li> </ul> <p><b>6. Where necessary, wear appropriate personal protective equipment (PPE)</b></p> <ul style="list-style-type: none"> <li>• The school continues to maintain and monitor stocks of PPE and has access to supplier lists.</li> <li>• 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.</li> <li>• Gloves and aprons are provided for cleaning staff.</li> <li>• Face masks are worn by staff when cleaning visible bodily fluids from suspected COVID-19 case.</li> <li>• Stocks of PPE are regularly monitored and replenished</li> </ul> <p><b>7. Engage with the NHS Test and Trace process</b></p> <ul style="list-style-type: none"> <li>• School leaders understand the complexity of the arrangements for testing and self-isolation and ensure that staff and parents are fully</li> </ul>			
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		<p>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.</p> <ul style="list-style-type: none"> <li>• Staff induction for return to school includes information about the NHS Test and Trace process.</li> </ul> <p><b>8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b></p> <ul style="list-style-type: none"> <li>• The contact details for local Public Health England team and local authority health and safety team are readily to hand.</li> <li>• A clear process is in place for notifying the local health protection team and the local authority of any cases that test positive.</li> <li>• 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.</li> <li>• Use is made of any template letters provided by Public Health England / local authority as directed locally.</li> </ul> <p><b>9. Contain any outbreak by following local health protection team advice</b></p> <ul style="list-style-type: none"> <li>• Advice provided by the local health protection team is acted on immediately.</li> <li>• Good working relationships are established and maintained enabling rapid communication with local authorities and local Public Health England.</li> </ul>			
<b>2.2 Cleaning</b>					
<p><b>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required</b></p>		<ul style="list-style-type: none"> <li>• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.</li> <li>• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> <li>• Working hours for cleaning staff are increased.</li> <li>• Remove any unnecessary items from classrooms to limit cleaning.</li> <li>• Remove soft furnishings and soft toys that are hard to clean</li> <li>• Identify where the contact of people with surfaces can be reduced, eg by leaving open doors that are not fire doors, using electronic documents rather than paperwork.</li> <li>• Surfaces to be kept clear, including window ledges and kitchen sides for easy cleaning.</li> </ul>			<p>M/L</p>

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		<ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school fully reopens and additional supplies are purchased if necessary.</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> <li>Paper towels to be available by all sinks, hand dryers to be switched off.</li> </ul>			M/L
Pupils forget to wash their hands regularly and frequently		<ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</li> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>			M/L
2.4 Clothing/fabric					
Not wearing clean clothes each day may increase the risk of the virus spreading		<ul style="list-style-type: none"> <li>Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks.</li> <li>Expectations and guidance are communicated to parents.</li> </ul>			M/L
The use of fabric chairs may increase the risk of the virus spreading		<ul style="list-style-type: none"> <li>Fabric chairs are taken out of use where possible.</li> <li>Where that is not possible, chairs are limited to single person use.</li> </ul>			M/L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No )	Further action/co mments	Residual risk rating (H/M/L)
<b>2.5 Testing and managing symptoms</b>					
<b>NHS Test and Trace is not used effectively to help manage infection control amongst pupils and staff, maximise staffing levels and support staff wellbeing</b>		<ul style="list-style-type: none"> <li>Guidance on engaging with the NHS Test and Trace process has been explained to staff as part of induction.</li> <li>Staff, parents and pupils are clear that they should <u>book a test</u> if they are displaying symptoms.</li> <li>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 &amp; Trace.</li> <li>Staff, parents and pupils are clear that they should <u>self-isolate</u> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19).</li> <li>Post-testing support is available for staff through the school's health provider.</li> </ul>		•	M/L
<b>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</b>		<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of NHS Test and Trace for both staff and pupils and appropriate action, in line with the most recent government guidance, should the tests prove positive or negative.</li> <li>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply in line with the most recent government guidance.</li> <li>A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority.</li> </ul>		•	M/L
<b>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</b>		<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>			M/L
<b>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</b>		<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>		•	M/L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/c omments	Residual risk rating (H/M/L)
<b>2.6 First Aid/Designated Safeguarding Leads</b>					
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk		<ul style="list-style-type: none"> <li>First Aid certificates extended for three months.</li> <li>A programme for training additional staff is in place.</li> <li>Collaborative arrangements for sharing staff with other schools in the locality have been agreed.</li> </ul>			M/L
<b>2.7 Medical rooms</b>					
Medical rooms are not adequately equipped or configured to maintain infection control		<ul style="list-style-type: none"> <li>Social distancing provisions are in place for medical rooms.</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>			M/L
<b>2.8 Communication with parents</b>					
Parents and carers are not fully informed of the health and safety requirements for the full opening of the school		<ul style="list-style-type: none"> <li>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.</li> <li>A specific communication on the requirements for school attendance from September is issued and followed up with discussion where necessary.</li> <li>A COVID-19 section on the school website is created and updated.</li> <li>Parent and pupil handbooks are created and updated.</li> </ul>			M/L
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19		<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.</li> </ul>			M/L
<b>2.9 Personal Protective Equipment (PPE)</b>					
Provision of PPE for staff where required is not in line with government guidelines		<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>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.</li> </ul>			M/L M/L

		<ul style="list-style-type: none"> <li>• Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>• With the mandatory use of face coverings on public transport, parents are informed that pupils/parents must dispose of temporary face coverings appropriately or place reusable face coverings in a plastic bag that can be taken home. Ensure that hands are washed thoroughly after the removal of these.</li> <li>• Staff are trained how to put on and remove personal protective equipment (PPE) that is used for normal work hazards and how to keep it clean.</li> <li>• If staff or pupils arrive with face covering they must wash their hands immediately on arrival, dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Pupils to be instructed not to touch the front of their face covering during use or when removing them.</li> </ul>			
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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)
<b>3. Maximising social distancing measures</b>					
<b>3.1 Pupil behaviour</b>					
<p><b>Pupils' behaviour on return to school does not comply with the new guidance on operating within discrete class group 'bubbles'</b></p>		<ul style="list-style-type: none"> <li>• Clear messaging to pupils on the importance and reasons for operating in class /year 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.</li> <li>• Staff continue to model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided.</li> <li>• Break times and lunch times are structured to avoid different class groups coming in to contact with each other and are closely supervised.</li> <li>• 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.</li> <li>• Senior leaders monitor areas where there are breaches of the discrete class group 'bubble' model and arrangements are reviewed.</li> <li>• Messages to parents reinforce the importance of adhering to the new arrangements.</li> <li>• Wilful disobeying of rules relating to staying within class groups and following hygiene procedures will be sanctioned appropriately and proportionately.</li> <li>• Covid 19 Home School Agreement (staff, parents pupils) to be sent to parents by 3 September</li> </ul>		<p>Behaviour policy to be updated and shared with staff and pupils</p>	<p>M/L</p>



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)
<b>3.2 Classrooms and teaching spaces</b>					
<b>The size and configuration of classrooms and teaching spaces does not allow teachers to comply with social distancing measures</b>		<ul style="list-style-type: none"> <li>• All classrooms have been assessed and configured to allow for teachers to maintain where possible 2 metres social distancing with pupils' desks facing the front in rows.</li> <li>• All furniture not in use has been removed from classrooms and teaching spaces.</li> <li>• Arrangements are reviewed regularly.</li> </ul>			M/L
<b>3.3 Shared spaces</b>					
<b>The use of shared spaces (e.g. hall, dining room) risks different class group bubbles mixing</b>		<ul style="list-style-type: none"> <li>• No more than one year group is scheduled to occupy a shared space at any one time.</li> <li>• Class/year group bubbles are kept at least 2 metres apart if occupying the same shared space.</li> <li>• Shared spaces are cleaned after use.</li> </ul>			M/L
<b>3.4 Movement in corridors</b>					
<b>The discrete class group 'bubble' arrangements are breached when pupils circulate in corridors</b>		<ul style="list-style-type: none"> <li>• Class/year group 'bubble' arrangements are in place</li> <li>• The use of shared learning spaces is timetabled to avoid different bubbles groups coming in to contact with each other.</li> <li>• One-way systems are in operation where feasible.</li> <li>• Corridors are divided where feasible.</li> <li>• Circulation routes are clearly marked with appropriate signage</li> <li>• Any pinch points/bottle necks are identified and managed accordingly.</li> <li>• Appropriate supervision levels are in place.</li> </ul>			M/L
<b>3.5 Break times</b>					
<b>Class groups may mix at break times</b>		<ul style="list-style-type: none"> <li>• Break times are staggered.</li> <li>• Pupils are kept within their assigned 'bubbles' during social times.</li> <li>• External areas are designated for different groups.</li> <li>• Pupils are reminded about staying in their assigned 'bubbles' as break times begin.</li> <li>• Appropriate signage is in place around the school and in key areas.</li> <li>• Supervision levels have been enhanced.</li> </ul>			M/L

### 3.6 Lunch times

<b>Class groups may mix at lunch times</b>		<ul style="list-style-type: none"><li>• Lunch times are staggered.</li><li>• Pupils are reminded about staying in their assigned bubbles as lunch times begin.</li><li>• Pupils wash their hands before and after eating.</li><li>• Dining areas are cleaned before and after each class group has used them.</li><li>• Tables and chairs have been cordoned off where necessary.</li><li>• Floor markings are used to manage queues and enable social distancing.</li><li>• Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces.</li><li>• Pupils eat lunch with others in their bubble.</li><li>• Guidance has been issued to parents and pupils on packed lunches.</li></ul>		•	M/L
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Areas for concern	Risk rating		In place? (Yes/No)	Further action/commen ts	Residual risk rating (H/M/L)
	prior to action (H/M/L)	Control measures			
<b>3.7 Toilets</b>					
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures between pupils from different discrete class group 'bubbles'</b>		<ul style="list-style-type: none"> <li>• Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>• Floor markings are in place to enable social distancing.</li> <li>• Pupils know that they can only use the toilet one at a time.</li> <li>• 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.</li> <li>• The toilets are cleaned frequently.</li> <li>• Monitoring ensures a constant supply of soap and paper towels.</li> <li>• Bins are emptied regularly.</li> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>		•	M/L
<b>3.8 Medical Rooms</b>					
<b>The configuration of medical rooms may compromise social distancing measures</b>		<ul style="list-style-type: none"> <li>• Social distancing provisions are in place for medical rooms.</li> <li>• Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>• Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> <li>• First aid to be administered as much as possible in classrooms/playground.</li> <li>• First aider to be called and administer first aid, medicine in the bubble where possible (rather than medical room)</li> <li>•</li> </ul>		•	M/L
<b>3.9 Reception area</b>					
<b>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</b>		<ul style="list-style-type: none"> <li>• Social distancing points are clearly set out, using floor markings, continuing outside where necessary.</li> <li>• Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).</li> <li>• Non-essential deliveries and visitors to school are minimised.</li> <li>• Arrangements are in place for segregation of visitors.</li> </ul>		•	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		<ul style="list-style-type: none"> <li>Start and finish times are staggered for each discrete class group 'bubble'</li> <li>The use of available entrances and exits is maximised.</li> <li>Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.</li> <li>Weekly messages to parents stress the need for social distancing at arrival and departure times.</li> </ul>			M/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)
<b>3.11 Staff areas</b>					
The configuration of staff rooms and offices makes compliance with social distancing measures problematic		<ul style="list-style-type: none"> <li>Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff.</li> <li>Staff are briefed about the limitations to use of staff rooms.</li> </ul>			M/L

#### 4. Continuing enhanced protection for children 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		<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>The register of pupils with underlying health conditions is regularly updated.</li> <li>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.</li> <li>It has been made clear to parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc)</li> </ul>			M/L

Areas for concern	Risk rating	Control measures	In place? (Yes/No)	Further action/commen ts
	prior to action (H/M/L)			
<b>4.2 Staff with underlying health issues</b>				
<b>Staff who are clinically vulnerable or clinically extremely vulnerable do not return to work even though it is deemed safe to do so</b>		<ul style="list-style-type: none"> <li>• Staff with underlying health issues have been provided with updated guidance and discussions have been held with them regarding returning to work.</li> <li>• 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.</li> <li>• 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.</li> <li>• Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable as set out in the latest government guidance.</li> <li>• 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.</li> <li>• Current government guidance is being applied.</li> </ul>		
<b>5. Enhancing mental health support for pupils and staff</b>				
<b>5.1 Mental health concerns – pupils</b>				
<b>Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</b>		<ul style="list-style-type: none"> <li>• There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> <li>• There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> <li>• Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).</li> <li>• Resources/websites to support the mental health of pupils are provided.</li> </ul>		
<b><i>New and Expectant Mothers Contracting Corona virus, whilst at work or using public transport.</i></b>		<ul style="list-style-type: none"> <li>• Carry out and regularly review the New and Expectant Mothers risk assessment for the individual, (EACH TRIMESTER) and do everything reasonably practicable to protect the worker from harm</li> </ul>		

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		<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff have been signposted to useful websites and resources.</li> <li>Keep staff updated on what is happening so they feel involved and reassured.</li> </ul>			
5.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family		<ul style="list-style-type: none"> <li>The school has access to trained staff who can offer bereavement counselling and support.</li> <li>Support is requested from other organisations when necessary.</li> </ul>			

Areas for concern	Risk rating		Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
	prior to action (H/M/L)					
<b>6. Operational issues</b>						
<b>6.1 Review of fire procedures</b>						
Fire procedures are not appropriate to cover new arrangements		<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>Pupils operating in discrete year /class group 'bubbles'</li> <li>Staff moving between discrete class group 'bubbles'</li> </ul> </li> <li>Staff and pupils have been briefed on any new evacuation procedures.</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>				
Fire evacuation drills - unable to apply social distancing effectively between discrete class group 'bubbles'		<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which take account of the new arrangements and apply social distancing where necessary.</li> </ul>				
<b>6.2 Managing premises on full reopening after lengthy part closure</b>						
All systems may not be operational		<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate.</li> <li>All systems have been recommissioned.</li> </ul>				
Statutory compliance has not been completed due to the availability of contractors during lockdown		<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> </ul>				

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)
<b>6.3 Contractors working on the school site</b>					
<b>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b>		<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times.</li> <li>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.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>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).</li> </ul>		•	
<b>7. Finance</b>					
<b>7.1 Costs of the school's response to COVID-19</b>					
<b>The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties</b>		<ul style="list-style-type: none"> <li>Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>LA or trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>Additional sources of income are under exploration.</li> <li>The school's projected financial position has been shared with Trustees.</li> </ul>		•	

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)
<b>8. Governance</b>					
<b>8.1 Oversight of the LECs/Trust Board</b>					
<b>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</b>		<ul style="list-style-type: none"> <li>The Trustee Board and LEC continues to meet regularly via online platforms.</li> <li>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.</li> <li>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.</li> <li>Regular dialogue with the Chair of LECs and Trustees and those members/trustees with designated responsibilities is in place.</li> <li>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.</li> </ul>			
<b>9. Additional site-specific issues and risks</b>					
<b>Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them</b>					
<b>Greater risk of the virus spreading when using staff to cover absences</b>		<ul style="list-style-type: none"> <li>If cover is required, school staff to be used where possible. Consideration to be made to limit staff working across different year groups where possible.</li> <li>If supply teachers are used, ensure that they understand that they are expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</li> <li>Keep a record to track how classes are covered (by whom and when).</li> </ul>			
<b>Pupil mobile phones are not stored in a safe place</b>		<ul style="list-style-type: none"> <li>Only pupils in 5/6 who walk to school on their own are allowed to bring in a mobile phone.</li> <li>The phone is to be switched off before the pupils enter the main gates and handed into the class teacher as soon as they come in.</li> </ul> <p>The class teacher will lock the phone away and then hand it back to the pupils at the end of the day.</p>			



<p><b>Use of snack increases the risk of the virus spreading</b></p>		<ul style="list-style-type: none"> <li>• Staff in reception and KS1 to collect fruit from the kitchen. The staff should wash the fruit in bowls in the classroom before handing out to the children. Gloves should be worn by staff when handing out fruit.</li> <li>• If pupils bring in their own snack they are to ensure it has been washed beforehand.</li> </ul> <p>Pupils to wash hands before eating their snack.</p>			
<p><b>The catering company does not have an effective risk assessment in place to prepare and serve the food safely</b></p>		<ul style="list-style-type: none"> <li>• Risk assessment shared (The Pantry) which includes measures in place to ensure social distancing is being adhered to as well as how the food is being prepared and served:</li> </ul> <p>General Practices:</p> <ul style="list-style-type: none"> <li>• Ensure coughs &amp; sneezes are caught with a tissue by following Catch it, Bin it, kill it &amp; avoiding touching face, eyes, nose, or mouth with unclean hands &amp; washing hands after.</li> <li>• Declaration fit to work – All team members to declare that they are fit to work.</li> <li>• Ensure that staff or a household member showing symptoms must inform their line manager &amp; self-isolate for the government recommended amount of time (7 days if alone or 14 days if live with others).</li> <li>• Correct handwash after each shift when returning to the kitchen.</li> <li>• Any use of disposable gloves used for handling hot food boxes.</li> <li>• Ensure government guidelines are kept as a minimum.</li> <li>• All packaging to be wiped down using approved methods before storage.</li> <li>• All cooking items, plates, cutlery to be washed at 60 degrees</li> <li>• Trolleys/other surfaces to be regularly cleaned.</li> <li>• Staff to wash hands frequently.</li> <li>• Staff need to take responsibility for following H &amp; S guidance and for reporting any issues or concerns as they arise.</li> </ul> <p>Additional Training:</p> <ul style="list-style-type: none"> <li>• Training must be signed off on the Pantry Admin System before commencement of any work duties.</li> <li>• Guidance on returning to work during a pandemic.</li> <li>• Covid-19 general information.</li> <li>• Handwashing Training</li> <li>• How to use a face mask safely.</li> </ul>			
<p><b>Food that is being eaten in classrooms are not collected, delivered and handled safely</b></p>		<p>Collection:</p> <ul style="list-style-type: none"> <li>• Where possible do not enter any spaces unnecessarily, if you can wait outside then do.</li> <li>• Assigned entrances are allocated to minimise potential contact.</li> <li>• Gloves used for collecting any delivery. Hands to be properly washed and dried before using gloves.</li> <li>• Ensure all containers are sanitized before taking/loading them</li> <li>• Items should never be passed from person to person. They must be placed on a clean surface then backed away from allowing the</li> </ul>			

		<ul style="list-style-type: none"> <li>• collection person to pick them up whilst maintaining the prevailing safe distance.</li> <li>• Ensure the prevailing safe distance and government guidelines are kept as a minimum.</li> </ul> <p>Delivering:</p> <ul style="list-style-type: none"> <li>• Staff when delivering must wear correct PPE when outside the kitchen.</li> <li>• Where possible do not enter any spaces unnecessarily, if you can wait outside then do.</li> <li>• Ensure that the route to destination is clear of persons whilst transporting food to each delivery area.</li> <li>• Ensure that delivery route is free from challenging obstacles.</li> <li>• Use of hot food boxes to transport goods to food delivery areas within the school are fit for purpose.</li> </ul> <p>Food in classrooms:</p> <ul style="list-style-type: none"> <li>• Food needs to be eaten at an appropriate temperature, adults will need to be flexible and prioritise eating when it arrives.</li> <li>• Staff will be advised if the food needs to be cooled a little before serving.</li> <li>• The adult supervising lunch must wear disposable gloves at all times to hand out meals and cutlery.</li> </ul>			
<b>Use of volunteers poses an additional risk</b>		<ul style="list-style-type: none"> <li>• Ensure that any volunteers that are used to support the work of the school are properly supported and given appropriate roles.</li> <li>• Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.</li> </ul> <p>Volunteers to be provided with full induction to ensure clear about the risk assessments and their role in minimising risks</p>			