

# COVID-19: Operational Risk Assessment for School Reopening and Continued Operation

SCHOOL NAME: St Mary's and St John's CE School

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Martin Serrão - Principal	July 2020	March 2021	Staff, pupils, parents, visitors, volunteers, contractors

## Purpose of this document:

This COVID19 and subsequent COVID19 variant: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school and ensure the school continues to operate in a safe way.

This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

## Other Related Documents:

Relevant Existing Policies	Local Authority/Trust documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2012 The Health Protection (Notification Regulations) 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'	Covid19 Education and Skills Service Strategy (April 2020)  Education and Skills Service Recovery Planning support for schools (May 2020)	<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a>  <a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings</a>  <a href="https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak</a>  <a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a>  <a href="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a>

## Suggested Steps of Re-opening Preparation:



## Risk matrix

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

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
<b>A. Staffing Resources</b>							
1. Risk that there are Insufficient staff to support all the pupils to be in school	2	3	6	<ul style="list-style-type: none"> <li>Audit staff availability</li> </ul>	Y	<p>Return to School 08/03/21:  <i>NB: The government announced a return to school for all Primary aged pupils from the above date and a return to school for secondary pupils also, with LFD testing in place to support the full return. Pupil attendance only for keyworker, vulnerable children and sixth form, with distance learning &amp; live lessons for week commencing 8/3/21, whilst testing is underway. A phased return for year groups in the week commencing 15/3/21 (full return by Thursday, 18/3/21). Staff, (with the exception of extremely critically vulnerable) returned to work from 03/03/21);</i></p> <p>Normal absence reporting procedures are again in place to ensure/arrange sufficient cover;            Cover is managed in-house as much as possible and supply teaching staff used only where necessary (supply is requested from a limited number of agencies);            The school set up Rapid Lateral Flow testing from 11.1.21 for secondary staff and for Primary staff effective from 25.1.21            Home testing kits have now been issued to all staff (05/03/21) replacing the need for testing on site. Staff have been requested to test at home twice weekly, in line with government guidance. Results should be registered online and also notified to the school.</p>	6
				<ul style="list-style-type: none"> <li>Establish how many and which staff will be available, through RAG rating (extremely critically</li> </ul>	Y	<p>Individual risk assessments for BAME &amp; extremely clinically vulnerable and vulnerable staff reviewed.</p>	6

	2	3	6	vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments where appropriate (see guidance distributed previously)		National lockdown status recommendations for extremely clinically vulnerable being followed and all are currently shielding; Medical certificates requested as appropriate where no shielding letter has been received; Flexible working arrangements in place where appropriate; Working from home and rota systems in place for all staff	
	3	3	9	<ul style="list-style-type: none"> <li>Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time.</li> <li>Organise home learning (education off site) for pupils when not on the premises.</li> </ul>	Y	Phased return as above until 18/03/21. Primary and Secondary pupils in Year Group 'Bubbles' Years 5 & 6 will combine as one 'Bubble' at BHC.	9
	3	3	9	<ul style="list-style-type: none"> <li>Flexible and responsive use of teaching assistants</li> </ul>	Y	LSAs available in school. Shielding LSAs are also able to support distance learning & 1:1 from home where necessary. School laptops have been provided where required to facilitate this.	9
	3	3	9	<ul style="list-style-type: none"> <li>Ensure there are sufficient support staff available to support those pupils who need a high level of support, including those with SEND whilst minimising changes in contact. Some pupils, for example those with Autism will need to be supported by the same adults, where possible</li> </ul>	Y	LSAs available in school. LSAs are also able to support distance learning & 1:1 from home. School laptops have been provided where required to facilitate this.	9
	3	3	9	<ul style="list-style-type: none"> <li>Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self-isolating due to test and trace</li> </ul>	Y	The school set up Rapid Lateral Flow testing from 11.1.21 for secondary staff and for primary staff effective from 25.1.21 Home testing kits have now been issued to all staff (05/03/21) replacing the need for testing on site. Staff have been requested to test twice weekly at home, in line with government guidance. Results should be registered online and also notified to the school.	9
				<ul style="list-style-type: none"> <li>Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school) and home learning (for those who are learning at home)</li> </ul>	Y	All staff, (with the exception of extremely critically vulnerable) returned to work from 03/03/21);	9

	3	3	9			Cover is managed in-house as much as possible and supply teaching staff used only where necessary (supply is requested from a limited number of agencies);	
2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning	3	3	9	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned</li> </ul>	Y	Daily absence procedures are in place. Staff notify the Principal by 7am each morning if they are unable to attend, allowing for cover to be put in place; records of staff isolating/return dates are also maintained	9
	3	3	9	<ul style="list-style-type: none"> <li>Full use is made of all qualified teachers.</li> </ul>	Y	All staff contributing	9
	3	3	9	<ul style="list-style-type: none"> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> </ul>	Y	LSA/pastoral on-site & home contribution continues to be as effective as possible, whether supporting in class/distance learning.	9
	3	3	9	<ul style="list-style-type: none"> <li>Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self-isolating due to test and trace</li> </ul>	Y	The school set up Rapid Lateral Flow testing from 11.1.21 for secondary staff and for primary staff effective from 25.1.21 Home testing kits have now been issued to all staff (05/03/21) replacing the need for testing on site. Staff have been requested to test twice weekly at home, in line with government guidance. Results should be registered online and also notified to the school.	9
	3	3	9	<ul style="list-style-type: none"> <li>A clear rationale is in place for which pupils will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve.</li> </ul>	Y	KW/V pupils and 6 <sup>th</sup> form in school from 5/05/03/21 and all Primary pupils from 08/03/21. All secondary pupils continue to home learn in order to facilitate testing in the week commencing 08/03/21. A phased return by year group will follow, with a full return of all pupils by 18/03/21	9
	3	3	9	<ul style="list-style-type: none"> <li>Where possible, ensure pupils with SEND are prioritised to be in school</li> </ul>	Y	Home learning and school learning plan has been in place over lockdown with attendance as part of KW bubble/ 1:1 available as required. All primary pupils returned to school 08/03/21; full return of secondary by 18/3/21	9
3. Risk of infection from use of supply teachers, temporary	4	1	4	<ul style="list-style-type: none"> <li>Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.</li> </ul>	Y	Internal cover managed in-house as much as possible and supply teaching staff used only when absolutely necessary (supply is requested from a limited number of agencies). Covid protocols shared with agency staff upon arrival to site	4

teachers, peripatetic teachers and deployment of ITT trainees.	4	1	4	Ensure visiting staff are aware of and adhere to distancing and hygiene measure and minimise contact to only pupils who need to be taught.	Y	Peripatetic teachers offering online lessons until further notice.) Covid protocols shared with agency staff/visitors upon arrival to site	4
	4	1	4	Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.	Y	RA carried out for ITT trainees /visiting teachers	4
	4	1	4	Negotiate the deployment of ITT trainees with their provider to ensure that their training needs are met but contact and distance requirements are adhered to.	Y	Already completed	4
4. Risk of infection of <b>extremely clinically vulnerable</b> members of the household of a member of staff.	3	3	9	<ul style="list-style-type: none"> <li>Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible</li> </ul>	Y	Individual risk assessments for BAME & vulnerable / extremely clinically vulnerable in place. Extremely clinically vulnerable currently all shielding until 31/03/21 as directed in latest government correspondence to them (working from home if able) PPE available for all staff. Face coverings worn by staff as a minimum in all public spaces /when moving round the school and in class; secondary phase pupils must wear face masks when moving around school (unless exemption notice held); hand sanitiser and antibacterial wipes available; social distancing to be followed at all times. LFD testing introduced from 11/1/21 and subsequently home testing kits issued to staff on 05/03/21	9
5. Risk of not covering essential functions (first-aid, DSL, SENDCo).	3	3	9	<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>	Y	In-house cover available where/if required for all roles	9
				<ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>	N/A	For students who may be attending alternative provision	
	2	2	4	<ul style="list-style-type: none"> <li>Ensure First Aid certificates are up to date (previously extended for 3 months)</li> </ul>	Y	N/A – All 1 <sup>st</sup> Aiders have current certification	4
	3	3	9	<ul style="list-style-type: none"> <li>Follow Covid19 first responders' guidance and Public Health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals.</li> </ul>	Y	<a href="https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov">https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov</a>	9

	3	2	6			SMSJ Medical Room procedures updated to include above guidance/procedures	
				<ul style="list-style-type: none"> <li>● Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	Y	Additional INSET day held 04/03/21 prior to return of pupils; Smartlog on line training platform also used for new members of staff to catch up on training	6
6. Risks to health and safety because staff are not trained in new procedures.	3	2	6	<ul style="list-style-type: none"> <li>● A revised staff handbook is issued to all staff prior to reopening.</li> </ul>	Y	INSET materials made available to all staff Weekly staff briefings Staff handbook revised	6
	3	2	6	<ul style="list-style-type: none"> <li>● Induction and CPD programmes are in operation for all staff prior to reopening, (Inc. breakfast club and after school activities), and include: <ul style="list-style-type: none"> <li>○ Infection control</li> <li>○ Fire safety and evacuation procedures</li> <li>○ Constructive behaviour management</li> <li>○ Safeguarding</li> <li>○ Risk management</li> </ul> </li> </ul>	Y	Additional INSET day held 04/03/21, which covered all relative areas in preparation for re-opening and to reassure staff; Fire evacuation drills at all sites already undertaken in term 1; term 2 drills scheduled Independent H&S and fire risk assessments to be carried out in term 2	6
7. Risk that staff who are extremely critically vulnerable are not identified and so measures have not been put in place to protect them.	4	2	8	<ul style="list-style-type: none"> <li>● An individual risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to reduce the number of different contacts and keep a safe distance, and they must not be employed in any role where high-risk activities may be carried out, for example personal care.</li> </ul>	Y	Individual risk assessments completed (BAME/vulnerable).  Extremely critically vulnerable and Pregnant staff members shielding currently and have been encouraged to work from home. Individual risk assessments already in place should/when they return to work.  Guidance being followed and Unions consulted as required.	8
	4	2	8	<ul style="list-style-type: none"> <li>● All members of staff with underlying health issues have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated</li> </ul>	Y	Staff surveyed prior to return in September 2020 and relevant staff identified; Staff requested to provide shielding letters/doctor's certificates to confirm they should be shielding	8
				<ul style="list-style-type: none"> <li>● Members of staff who are classed as clinically vulnerable and clinically extremely vulnerable have been asked to seek and act on the advice of their</li> </ul>	Y	As above, where shielding letters have not been received by individuals, GP confirmation has been sought.	8

	4	2	8	GP/consultant/midwife or current government advice		Government guidance is copied to staff on a regular basis, as and when updated, including initial guidance detailing those considered clinically extremely vulnerable and those clinically vulnerable.	
	4	2	8	<ul style="list-style-type: none"> <li>Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable</li> </ul>	Y	As above – expectation is for all such staff to work from home where possible.	8
	4	2	8	<ul style="list-style-type: none"> <li>All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance.</li> </ul>	Y	As above - All working from home.	8
	4	2	8	<ul style="list-style-type: none"> <li>Current government guidance is being applied.</li> </ul>	Y	Yes, as received	8
<b>B. Teaching Spaces, the Learning and School Environment</b>							
8. Risk of transmission within the school building (this includes breakfast club and after school activities)	4	4	16	<ul style="list-style-type: none"> <li>Audit accommodation and the full range of curriculum needs in order to establish if class groups (30 children) are a feasible bubble size or if year group sized bubbles will need to be implemented.</li> <li>Secondary Audit accommodation in order to establish how many class groups and or year groups (no size restrictions) can be accommodated.</li> </ul>	Y	<p>All classes to allow for 2 metre spacing between pupils and staff; This will be difficult in some Secondary classes due to constraints in room sizes. Audits carried out to allow for the most effective accommodation/layout, i.e. to incorporate front facing for all pupils. Accommodation a challenge particularly at BHC due to small classrooms, narrow corridors (one way system in operation) and small outdoor area (staggered break and lunchtimes).</p> <p>Primary and Secondary pupils will be in Year Group 'Bubbles'. Years 5 &amp; 6 will combine as one 'Bubble' at BHC.</p> <p>Split breaks and lunches timetabled across all three campuses.</p> <p>A 'staggered' start, arrival and departure time in place for year groups, reducing the student population, thus reduce anxiety, establish and embed routines and safe working practices.</p> <p>Hot meals provided in all dining rooms (with addition of 'grab &amp; go at SR). Staggered year group entry for lunch.</p>	16
	4	4	16		<ul style="list-style-type: none"> <li>Take account of the unique needs of individual pupils, including those with SEN and the youngest children in the school.</li> </ul>	Y	2 Small group rooms / hall spaces as overflow for individuals to work 1:1. Availability of staff to support on-site will be a risk factor.

	3	4	12	<ul style="list-style-type: none"> <li>● Pupils who have complex needs or who need close contact care: Their educational and care support should be provided as normal.</li> </ul>			
	4	3	12	<ul style="list-style-type: none"> <li>● Primary and Secondary Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children.</li> </ul>	Y	<p>All classes allow for 2 metre spacing between pupils and staff; This will be difficult in some Secondary classes due to constraints in room sizes. Audits carried out to allow for the most effective accommodation/layout, i.e. to incorporate front facing for all pupils.</p> <p>Breakfast club and after-school clubs to restart in Summer term with limited numbers attending to allow for distancing</p>	12
	4	3	12	<ul style="list-style-type: none"> <li>● Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate.</li> </ul>	Y	<p>All classes allow for front facing desks and 2 metre spacing between pupils and staff; This is difficult in some Secondary classes due to constraints in room sizes. Audits carried out to allow for the most effective accommodation/layout, i.e. to incorporate front facing for all pupils.</p> <p>Breakfast club and after-school clubs to restart in Summer term with limited numbers attending to allow for distancing.</p>	12
	4	3	12	<ul style="list-style-type: none"> <li>● Protocols around reduction of contacts and maximising distance shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood reduction of contacts and maximising distance. Where a pupil does not understand maximising distance or for those who need close contact care, education and care support should be provided as normal.</li> </ul>	Y	<p>Letter of expectations to parents in first instance; induction session for pupils upon return</p> <p>If a pupil presents a risk to Health &amp; Safety the school's Commitment to Learning Policy will be used.</p> <p>Risk reduced with staggered start. Time with individual cohorts to establish protocols and expectations.</p> <p>INSET time used to deliver training, support and expectations</p>	12
				<ul style="list-style-type: none"> <li>● Clear signage displayed in classrooms promoting reduction of contacts and maximising distance</li> </ul>	Y	Posters for each room / across each campus	12
				<ul style="list-style-type: none"> <li>● Children stay with their own teacher/teaching assistant and where possible do not mix with other children ('bubble' model). This is particularly the case for pupils with SEN and younger children who</li> </ul>	Y	<p>'Bubble' model adopted across all campuses following guidance on student ratios and context of each campus.</p> <p>Model for pupils: as far as possible for pupils to remain in their designated learning space and for staff to move</p>	12

				<p>are unable to adhere to reduction of contacts and maximising distance</p> <ul style="list-style-type: none"> <li>● Secondary Pupils remain, subject allowing, in their designated learning space.</li> </ul>			
	4	4	16	<ul style="list-style-type: none"> <li>● Where younger children are unable to reduce contact and maximise distance adults should avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> <li>● All Secondary staff should avoid face to face contact with pupils where possible. Clearly this may not be possible in certain situations e.g. supporting a child with SEN so implementing the appropriate System of Controls is extremely important.</li> <li>● For breakfast and after school clubs' schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible.</li> <li>● If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups</li> <li>● Schools should consult the guidance produced for summer holiday childcare, available at <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a> as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.</li> <li>● As with physical activity during the school day, contact sports should not take place.</li> </ul>	Y	<p>Recommendation to staff to wear coverings as a minimum. PPE available and antibacterial wipes for each classroom</p> <p>Breakfast and after-school clubs/ extra-curricular provision to resume, albeit, to limited numbers, from the start of the summer term</p> <p>PE have created their own risk assessment before re-introducing practical lessons</p>	16

9. Risk of transmission in large spaces used as classrooms/teaching spaces	3	3	9	<ul style="list-style-type: none"> <li>Limits are set for large spaces e.g. dining hall, school hall, sports hall to facilitate the reduction of contacts and maximise distance, minimising face to face contact</li> <li>Secondary Class/year group 'bubbles' must not have contact with each other, this includes breaks, lunchtime. Pupils should be encouraged to practice reduction of contacts and maximising distance at all times.</li> </ul>	Y	Capacity of hall spaces calculated, taking into account these areas are also thoroughfares for staff and pupils;  Staggered starts and end of days and staggered breaks/lunches across all sites	9
				<ul style="list-style-type: none"> <li>Large gatherings of more than one bubble should be avoided</li> </ul>	Y	No face-to-face assemblies staff/parent meetings to be held	9
				<ul style="list-style-type: none"> <li>Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart.</li> </ul>	Y	One-way system implemented across all sites; Timetabling and spacing being used to allow for reduction of contacts as much as possible	9
10. Risks of transmission during use of the outdoor learning environment for young children	3	3	9	<ul style="list-style-type: none"> <li>Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces</li> </ul>	Y	Ensure sufficient available staff numbers to provide effective social distancing whilst pupils play; Field & Junior playground sectioned off to allow for groups to play separately from other groups	9
				<ul style="list-style-type: none"> <li>Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>	Y	Hand sanitiser available for use upon exit and prior to return to class; Outdoor bins purchased and in use	9
				<ul style="list-style-type: none"> <li>Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>	Y	Drinking fountains allocated to individual bubbles for refill of water bottles only. Children to bring own drinks where possible	9
				<ul style="list-style-type: none"> <li>Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances if shared between bubbles.</li> </ul>	Y	Designated out of bounds	9
				<ul style="list-style-type: none"> <li>Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam</li> </ul>	Y	Still potential for more than 1 person to handle a ball if pupils are playing in 'Bubbles' in large outside spaces on each campus, risk assessment in place	9

				<ul style="list-style-type: none"> <li>Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available</li> </ul>	Y	As above	9
				<ul style="list-style-type: none"> <li>Across all three campuses, outside social spaces are divided and demarked for year groups of children to use to facilitate children staying in their groups. Where this is not possible year groups may form a larger bubble.</li> <li>Outside spaces are used by one bubble at a time or space is divided with clear demarcations. Limit interaction, sharing of rooms and social spaces between groups as much as possible.</li> </ul>	Y	As above: field & junior / secondary playgrounds to be sectioned off accordingly Years 5 and 6 will form one 'Bubble' at BHC equivalent to the other year groups on this campus; Staggered play and lunch arrangements in place for each year group	9
				<ul style="list-style-type: none"> <li>Where outside space must be shared arrangements for cleaning between bubbles are in place</li> </ul>	Y	To be considered if sharing necessary	9
				<ul style="list-style-type: none"> <li>Resources are limited to facilitate effective cleaning daily</li> </ul>	Y	Remove unnecessary resources that would require cleaning each time it was touched	9
				<ul style="list-style-type: none"> <li>Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc. for individual children to use, with their names or arrange for bikes to be wiped down by an adult, between use by the children</li> <li>For Secondary, only equipment that can be washed easily can be used.</li> </ul>	Y	Restructure equipment	9
				<ul style="list-style-type: none"> <li>Consider the removal or covering of areas which are difficult to clean such as malleable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them</li> </ul>	Y	Avoid these areas on each campus where possible	9
11. Risk of staff having to move between groups	4	4	16	<ul style="list-style-type: none"> <li>Where staff have to move between bubbles to deliver the school timetable they should try to reduce contacts and maximise distance, keeping an ideal distance of 2 metres from pupils and staff where possible.</li> <li>For Secondary, where staff have to move between bubbles to deliver the school timetable they should</li> </ul>	Y	All classes allow for 2 metre spacing between pupils and staff; This will be difficult in some Secondary classes due to constraints in room sizes. Staff and students required to wear face coverings in communal areas. Staff/secondary pupils encouraged to wear face masks as a minimum in class. PPE available	16

				maintain a 2-metre distance from pupils and colleagues.		and antibacterial wipes for each classroom available for each lesson Regular cleaning of desks/toilets throughout the day carried out by day cleaners	
12. Risks of transmission due to movement around the school.	4	3	12	● Arrange for corridors to be one-way where possible		One-way systems in operation separate entry and exits	12
				● Clear signage and markers for the youngest children		Poster and signage displayed	12
				● Corridors are divided where feasible		As above	12
				● Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible		Split break and lunch times mitigate this	12
				● Movement of pupils and staff around the school is minimised		Split break and lunch times mitigate this	12
				● Pupils are reminded regularly of protocols for reduction of contacts and maximising distance		Split updates to pupils from staff	12
				● Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance		Staff duty rotas in place	12
13. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	3	12	● Start and departure times are staggered where possible	Y	Yes	12
				● Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces	Y	No parking on site – pupils line up in designated areas outside and released as parent arrives in their designated collection one-way system	12
				● Stagger time for SEN Transport drop offs and pick ups	N/A	No SEN transport; Only blue badge holder collections – those pupils can be lined up elsewhere, nearer to the areas designated to blue badge holders	
				● Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department	Y	NHC one-way systems, with entry by pedestrian gates to the left-hand side of tennis court (looking from road in) and exit via vehicle gate to right of tennis court BHC entry from rear and front of campus. SRC Entrance via Student Gate and Main Entrance	12
				● Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom	Y	Reviewed as group sizes increase	12
				● Unless essential, do not allow parent/carers to enter the buildings to drop off or collect children. If	Y	Staggered drop off and collection- designated collection point for parents where they must observe 2 metre rule	12

				parents do need to enter the building, ensure they have an understanding of the procedures in order to keep everyone safe. Do not allow gathering at the school gates to talk to other parents			
				<ul style="list-style-type: none"> <li>Identify drop off and pick up waiting areas that can reduce contacts and maximise distance</li> </ul>	Y	Phase leaders and HoYs have identified 'Bubbles' of students and year group zones.	12
				<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queuing</li> </ul>	Y	Reiterate to parents' importance of staggered times is to prevent gatherings /queuing and assist in social distancing, parents <u>must</u> collect on time. Students encouraged to arrive promptly	12
				<ul style="list-style-type: none"> <li>Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes</li> </ul>	Y	Briefing on arrival to the school/ regular reminders	12
				<ul style="list-style-type: none"> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating</li> </ul>	y	Separate entrances and exits across all three campuses. Staggered arrival times allocated. Students encouraged to arrive promptly	12
				<ul style="list-style-type: none"> <li>Floor markings visible to all to avoid queuing</li> </ul>	N	Staff available to manage movement of students.	12
				<ul style="list-style-type: none"> <li>Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>	Y	Information included in communication with parents of eligible students	12
				<ul style="list-style-type: none"> <li>Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage</li> </ul>	Y	Information included in communication with parents of eligible students	12
				<ul style="list-style-type: none"> <li>Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space</li> </ul>	N	Dependant on LA	12
14. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need	3	2	6	<ul style="list-style-type: none"> <li>Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>	Y	Information included in communication with parents of eligible students	6
				<ul style="list-style-type: none"> <li>For those that have to drive, advice on places they should and should not pick up, drop off and park.</li> <li>For Secondary, identify Sixth Form pupils that drive themselves to school/college, identify parking area/protocols.</li> </ul>	Y	Information included in communication with parents of eligible students/ no 6 <sup>th</sup> form drivers	6
				<ul style="list-style-type: none"> <li>Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.</li> </ul>	N/A	N/A	
				<ul style="list-style-type: none"> <li>Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if</li> </ul>	N/A	N/A	

for social distancing.				deemed suitable, temporary measures/procedures implemented.			
				<ul style="list-style-type: none"> <li>Liaise with Highways re: markings outside of the school on pavements and on key routes to school-pinch points, crossing points etc.</li> </ul>	N/A	N/A	
				<ul style="list-style-type: none"> <li>Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required.</li> </ul>	N/A	N/A	
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	4	12	<ul style="list-style-type: none"> <li>Break and lunch times are staggered</li> </ul>	Y	Rotas in place	12
				<ul style="list-style-type: none"> <li>External areas are designated for different groups</li> <li>For Secondary, outside spaces are used by one bubble at a time or space is divided with clear demarcations</li> </ul>	Y	Each campus has allocated spaces for student 'Bubbles'/groups	12
				<ul style="list-style-type: none"> <li>Pupils are reminded about the protocols of reduction of contacts and maximising distance before every break time</li> </ul>	y	Extended AM PAM time used to establish expectations in week 1. Regular reminders	12
				<ul style="list-style-type: none"> <li>Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.</li> </ul>	N	Duty rotas in place	12
16. Risk of transmission because pupils do not observe agreed protocols of social distancing at lunchtimes	3	3	9	<ul style="list-style-type: none"> <li>Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime</li> </ul>	Y	Student briefing each day in PAM Regular reminders to all pupils; posters visible around the school	9
				<ul style="list-style-type: none"> <li>Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area.</li> </ul>	Y	Student briefing each day Regular reminders to all pupils; posters visible around the school	9
				<ul style="list-style-type: none"> <li>Dining room areas and other spaces are configured to ensure reduction of contacts and maximising distance measures are in place when the children eat. Where possible children will be front facing and facing the same direction i.e. not face to face.</li> </ul>	Y	Student briefing each day. Hot meal service and packed lunch system in place. Break and lunch year group rotas	9
				<ul style="list-style-type: none"> <li>Floor markings are clear to avoid queues</li> </ul>	N	Duty staff in place to manage queues	9

				<ul style="list-style-type: none"> <li>Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces</li> </ul>	Y	Catering company providing hot meals in dining rooms; groups are staggered with cleaning of area between sittings	9
				<ul style="list-style-type: none"> <li>If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food</li> </ul>	Y	Student briefing each day	9
				<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>	Y	cleaning of dining areas undertaken between sittings followed by full daily contractor clean as normal	9
17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4	2	8	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for the reduction of contacts and maximising distance</li> </ul>	Y	Surfaces and furnishings reduced Additional work spaces allocated	8
				<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>	Y	INSET 04/03/21 Weekly Staff briefing SLT monitoring	8
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	3	9	<ul style="list-style-type: none"> <li>Social distancing provisions are in place for medical rooms</li> </ul>	Y	Rooms configured/larger spaces to be used to ensure space for 1 child to 1 first aider only which will allow for social distancing. Additional 'Holding' areas	9
				<ul style="list-style-type: none"> <li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> </ul>	Y	Additional 'Holding' areas in each campus	9
				<ul style="list-style-type: none"> <li>PPE available if staff dealing with pupil with symptoms</li> </ul>	Y	Full PPE to be worn by first aider staff in the medical rooms	9
				<ul style="list-style-type: none"> <li>Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas</li> </ul>	Y	Cleaning contractor/ in-house cleaners scheduled to clean areas each day	9
19. Groups of people gather in reception areas which may contravene reduction of contacts and	3	3	9	<ul style="list-style-type: none"> <li>Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school.</li> </ul>	Y	Briefing document to parents – no visitor policy unless absolutely necessary	9
				<ul style="list-style-type: none"> <li>The maximising distance floor markings are clearly in place</li> </ul>	Y	Persons allowed into reception areas kept to a minimum; visitors dealt with where necessary via intercom system without allowing entry to site	9

maximising distance guidelines				<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty</li> </ul>	Y	Posters and additional signage, etc.	9
				<ul style="list-style-type: none"> <li>Non-essential visitors to school and deliveries are minimised</li> </ul>	Y	Yes – as above	9
				<ul style="list-style-type: none"> <li>Arrangements are in place for visitors to stay apart</li> </ul>	Y	Procedures for essential visitors dealt with case by case	9
<b>C. Hygiene and protective controls</b>							
20. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission.	3	3	9	<ul style="list-style-type: none"> <li>Ensure frequent hand cleaning and good respiratory hygiene practices</li> </ul>	Y	Hand sanitising prior to entry into school hand sanitiser/wipes tissues available in all classrooms; hand washing; staff to wear PPE., i.e. gloves; face masks; disposable aprons (rec/Yr1)	9
				<ul style="list-style-type: none"> <li>Regular cleaning</li> </ul>	Y	Between sessions/daily after school and by students	9
				<ul style="list-style-type: none"> <li>Minimise contact and mixing (see above)</li> </ul>	Y	Pupils remain within ‘bubbles’ at all times	9
				<ul style="list-style-type: none"> <li>See sections above re start and end of day arrangements, playtimes and break times</li> </ul>	Y	See relevant answers above	9
21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4	4	16	<ul style="list-style-type: none"> <li>Testing of staff or pupils - if school has home testing kits - give to any symptomatic staff or pupil when they are sent home. If not, ensure the staff/parents/pupils know the process to get tested.</li> </ul>	Y	<p>LFD testing introduced from 11/1/21 and was available weekly to all staff who choose to opt in to trace asymptomatic subjects. Home tests kits subsequently issued on 05/03/21 for staff to test twice weekly from home.</p> <p>LTD testing of all secondary pupils (who opt in) commenced 03/03/21 and continuing until 17/03/21, in line with government guidance, where 3 LFD tests are required to be taken, followed by twice weekly home testing for pupils (awaiting pupils home testing kits to be delivered)</p> <p>Testing is not mandatory for staff or pupils and although uptake for testing is relatively high, unless 100% testing is in place, it cannot be guaranteed that this risk is effectively being managed</p>	16

	4	3	12	<ul style="list-style-type: none"> <li>● Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>	Y	Operating Procedures in place and will be adapted as required	16
				<ul style="list-style-type: none"> <li>● Ensure that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home</li> </ul>	Y	Staff and pupils will not be allowed in school/be sent home if they have symptoms/tested positive	16
				<ul style="list-style-type: none"> <li>● PPE on hand.</li> </ul>	Y	PPE in place, replenishing orders placed as and when required	12
				<ul style="list-style-type: none"> <li>● Active engagement with NHS Test and Trace</li> </ul>	N	NHS QR code available in all reception offices for use by all over 16 years of age with the NHS phone app This is however not mandatory.	16
22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	3	12	<ul style="list-style-type: none"> <li>● Consideration should be given regarding the continued use of items that are frequently used by multiple children that are not essential and difficult to keep clean, for example outdoor play equipment.</li> </ul>	Y	Will not be used/out of bounds	12
				Establish arrangements for all frequently touched surfaces and equipment e.g. <ul style="list-style-type: none"> <li>● door handles</li> <li>● handrails</li> <li>● table tops</li> <li>● play equipment</li> <li>● toys</li> <li>● electronic devices (such as phones)</li> <li>● specialist equipment, including equipment used by pupils with SEN</li> </ul>	Y	Cleaning between sessions & at end of day; Doors propped open; no toys/ play equipment; antibacterial wipes available for use on electronic devices etc. prior to use.	12
				<ul style="list-style-type: none"> <li>● When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.</li> </ul>	Y	In place. Monitoring of cleaning company	12
				<ul style="list-style-type: none"> <li>● Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.</li> </ul>	Y	Not being made available. Staff have assigned laptops for individual use	12
				<ul style="list-style-type: none"> <li>● Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom.</li> </ul>	Y	Pupils to bring in own fully stocked pencil case	12

				<ul style="list-style-type: none"> <li>Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books</li> </ul>	Y	Guidance given to staff and facilities made available around the campus and in classrooms	12
				<ul style="list-style-type: none"> <li>Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations.</li> </ul>	Y	Wipes/hand sanitiser available; hand washing on a regular basis will also be expected	12
				<ul style="list-style-type: none"> <li>There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this</li> </ul>	Y	Information given but unable to enforce	12
23. Risk of virus spreading because the school has insufficient materials and equipment	4	3	12	<ul style="list-style-type: none"> <li>Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms</li> </ul>	y	Stock tracking and re-ordering process in place at each site; Over stocking in the first instance	12
				<ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>	Y	Locations identified on all campuses	12
				<ul style="list-style-type: none"> <li>Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste.</li> </ul>	y	In place	12
				<ul style="list-style-type: none"> <li>Bins to be double bagged and emptied</li> </ul>	Y	Premises staff/cleaning staff briefed/reminded	12
				<ul style="list-style-type: none"> <li>Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom</li> </ul>	Y	Posters to enforce this	12
24. Provision and use of PPE for staff where required is not in line with government guidelines	3	3	9	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> </ul>	Y	Inset day training / requirements for all levels of staff finalised; Stock tracking and re-ordering process established at each site; Over stocking in the first instance	9
				<ul style="list-style-type: none"> <li>Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely</li> </ul>	Y	INSET day training programmes	9
				<ul style="list-style-type: none"> <li>Staff are reminded that the wearing of gloves is not a substitute for good handwashing</li> </ul>	Y	INSET days training/ weekly staff briefing	9

25. Pupils forget to wash their hands regularly and frequently	4	3	12	<ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> </ul>	Y	INSET day training / weekly staff briefing	12
				<ul style="list-style-type: none"> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.</li> </ul>	Y	Posters in all relevant areas; reiterated by References in all communication	12
				<ul style="list-style-type: none"> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>	Y	SLT walk around Site team oversight	12
26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	3	3	9	<ul style="list-style-type: none"> <li>Clear messaging to pupils on the importance and reasons for reducing contacts and maximising distance is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling</li> </ul>	Y	SLT and staff briefings Inclusion team working with SEN students Communications with parents	9
				<ul style="list-style-type: none"> <li>Staff model reducing contacts and maximising distance consistently.</li> </ul>	Y	INSET day training / SLT and staff briefings	9
				<ul style="list-style-type: none"> <li>The movement of pupils around the school is minimised.</li> </ul>	Y	One-way systems/ NH direct access to outside from classrooms; staggering start and end times etc.	9
				<ul style="list-style-type: none"> <li>Large gatherings are avoided Inc. assemblies</li> </ul>	Y	Arrival and collection times staggered. Collective worship in year group 'Bubbles'.	9
				<ul style="list-style-type: none"> <li>Break times and lunch times are structured to support reduction of contacts and maximising distance and are closely supervised</li> </ul>	Y	Staggering arrival, break, lunch and departure	9
<ul style="list-style-type: none"> <li>The school's behaviour policy has been revised and sets clearly the consequences for poor behaviour and deliberately breaking the rules and how the school will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules.</li> </ul>	Y	Communication with, students, parents, carers and staff	9				

				<ul style="list-style-type: none"> <li>Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed.</li> </ul>	Y	SLT and staff briefings SLT and site team walk around	9
				<ul style="list-style-type: none"> <li>Messages to parents reinforce the importance of reduction of contacts and maximising distance.</li> </ul>	Y	Staff Briefing / posters on outside parent boards etc. Weekly parental communication	9
				<ul style="list-style-type: none"> <li>Arrangements for younger primary school children have been agreed and staff are clear on expectations.</li> </ul>	Y	INSET days training /weekly briefing for any updates	9
				<ul style="list-style-type: none"> <li>Arrangements for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>	Y	Inclusion team training and supporting staff training	9
<b>D. Premises and Buildings</b>							
27. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required	4	3	12	<ul style="list-style-type: none"> <li>A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening.</li> </ul>	Y	Plan agreed with contractors 28/5/20, regular contractor meetings; Ongoing review of cleaning; deep cleans carried out as and when required; additional day cleaning hours daily to cover regular cleaning of toilets / classrooms etc. Throughout the day; fogging machines purchased for each site for enhanced deep cleaning of particular areas as required	12
				<ul style="list-style-type: none"> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include: <ul style="list-style-type: none"> <li>more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach</li> </ul> </li> <li>the regular cleaning of toilets</li> </ul>	Y	As above	12
				<ul style="list-style-type: none"> <li>Working hours for cleaning staff are increased</li> </ul>	Y	In-house cleaners (as above) to help reduce the need for this	12
28. The use of fabric chairs may increase the risk of the virus spreading	3	2	6	<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> </ul>	Y	All teacher classroom chairs are fabric Replace with plastic chairs where appropriate Staff room surfaces reduced Staff rooms restricted to preparation of food or teas/coffees only not for sitting, thus reducing the possibility of staff congregating	6

				● Where that is not possible then ensure chairs are limited to single person use.	Y	Classrooms allocated to an individual staff	6
29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4	3	12	● Follow DfE guidelines for number of pupils per toilet		DfE Capacity check will be adhered to	12
	4	3	12	● Queuing zones for toilets and hand washing have been established and are monitored.	Y	SLT and members of staff to supervise at all times Separate toilets allocated to different groups	12
				● Floor markings are in place to enable reduction of contacts and maximising distance.	Y	As above, staff on duty	12
				● Pupils know that they can only use the toilet one at a time.	Y	Reinforce message in class /to parents	12
				● Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.	Y	As above, staff on duty	12
				● The toilets are cleaned frequently.	Y	Day cleaners appointed/site staff 30 minute checks	12
				● Monitoring ensures a constant supply of soap and paper towels	Y	As above	12
				● Bins are emptied regularly.	Y	At middle and end of each day	12
● Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.	Y	Limited numbers of staff could make 100% supervision difficult	12				
30. Fire procedures are not appropriate to cover new arrangements	4	2	8	● Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>○ Reduced numbers of pupils/staff</li> <li>○ Possible absence of fire marshals</li> <li>○ The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points</li> <li>○ A possible need for additional muster point(s) to enable reduction of contacts and maximising distance where possible</li> </ul>	Y	Existing procedures appropriate: All classes at NH have direct access to outside – established line up area for each ‘Bubble’/group. Drills already undertaken in term 1 at all sites; term 2 drills scheduled	8
				● Staff and pupils have been briefed on any new evacuation procedures Inc. breakfast club and after school activities)	Y	See above	8
				● Incident controller and fire marshals have been trained and briefed appropriately.	Y	Reviewed/ reassigned dependent on persons available at each site	8
31. Fire evacuation drills - unable to	4	2	8	● Plans for fire evacuation drills are in place which are in line with reduction of contacts and maximising distance measures e.g. bubble muster points	Y	Drills already undertaken in term 1 at all sites; term 2 drills scheduled	8

apply reduction of contacts and maximising distance procedures effectively				<ul style="list-style-type: none"> <li>Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.</li> <li>Consider access route for teachers and pupils with mobility issues, as reduction of contacts and maximising distance measures may not be possible during an emergency</li> </ul>		<p>No PEEPs</p> <p>No mobility issues - All classrooms in use at NHC have direct access to outside</p>	
32. Fire marshals absent due to self-isolation	4	3	12	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	Y	Reviewed/ reassigned dependent on persons available to work	12
33. All systems may not be operational	2	2	4	<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate, see following link:</li> <li><a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a></li> </ul>	Y	N/A	4
				<ul style="list-style-type: none"> <li>All systems have been recommissioned including: Water systems (particularly legionella testing and controls in place) Electrical and gas safety checks Emergency escapes, lighting and fire detection systems Security systems Lifts and escalators Heating</li> <li>Ventilation systems</li> </ul>	Y	Site team have been on site throughout lockdown and all systems have been working. Normal maintenance has continued	4
34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	2	8	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> </ul>	Y	Yes	8
				<ul style="list-style-type: none"> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>The following guidance has been followed where appropriate: <a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></li> </ul>	Y	All sites have been operational although at a reduced level; flushing; water checks etc. have continued to be carried out	8
35. Lack of good	4	2	8	<ul style="list-style-type: none"> <li>Ensure good ventilation in classrooms and common areas e.g. through opening a window</li> </ul>		All windows will be open; doors will continue to be propped open to allow for additional circulation and	8

ventilation means that there is risk of transmission	4	2	8			also to reduce the risk of cross contamination of door handles etc.	
				<ul style="list-style-type: none"> <li>Follow guidance in the following link:</li> <li><a href="#">air conditioning and ventilation during the coronavirus outbreak.</a></li> </ul>		Air con not found throughout school. Only in BH atrium, SR Canteen and an SR IT suite, this will not be used	8
36. Visitors to the site (including parents) add to the risk	4	2	8	<ul style="list-style-type: none"> <li>Signage giving routes, procedures and entrances and exits to be followed.</li> </ul>	Y	Parent briefing doc telling parents not to enter the site; external intercoms to give similar message/instruction to visitors at each site	8
				<ul style="list-style-type: none"> <li>Limit the external visitors to the school during school hours</li> </ul>	Y	Parent briefing doc telling parents not to enter the site; external intercoms to give similar message/instruction to visitors at each site	8
				<ul style="list-style-type: none"> <li>Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.</li> </ul>	Y	Sign in & out system procedures reviewed/ hand sanitiser and regular use of antibacterial wipes; visitor details retained in line with track and trace processes to identify contact in event of positive case	8
				<ul style="list-style-type: none"> <li>Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable)</li> </ul>	Y	By invite only with instructions to be copied to relevant reception office in advance of visit; All other meetings can take place over telephone or virtually	8
				<ul style="list-style-type: none"> <li>Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually'</li> </ul>	Y	Inclusion teams are conducting virtual meetings	8
37. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4	2	8	<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> </ul>	Y	Yes, following strict social distancing rules and by appointment; wearing gloves & face mask as a minimum requirement	8
				<ul style="list-style-type: none"> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe</li> </ul>	Y	This process is on-going and will be reviewed on a two-weekly cycle	8
				<ul style="list-style-type: none"> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective reduction of contacts and maximising distance is maintained at all times.</li> </ul>	Y	This process is on-going and will be reviewed on a two-weekly cycle	8

				<ul style="list-style-type: none"> <li>Temperature checks are carried out on arrival and before entering the school building</li> </ul>	Y	No - This process is on-going and will be reviewed on a two-weekly cycle	8
				<ul style="list-style-type: none"> <li>Alternative arrangements have been considered such as using a different entrance and exit for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> </ul>	Y	Contractors requiring to go into the areas where children may be will be asked to attend before or after the school day finishes; PPE to be worn; areas cleaned down	8
				<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> </ul>	Y	Site team to shadow all contractors on site, maintaining social distancing	8
				<ul style="list-style-type: none"> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>	Y	Contractors to provide (cleaning contractors already provided)	8
<b>E. General</b>							
38. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	3	2	6	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on system of controls: protective measures regarding and COVID-19 and its implications for the school.</li> </ul>	Y	All to be reviewed and updated accordingly	6
				<ul style="list-style-type: none"> <li>The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.</li> </ul>	Y	All to be reviewed and updated accordingly; independent H&S review due in April 2021	6
				<ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	Y	All to be reviewed and updated accordingly. Relevant policies available to parents on website	6
39. Curriculum Learning Environment	2	2	4	<ul style="list-style-type: none"> <li>Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place.</li> <li>Each activity should be risk assessed and should not be run unless the risks can be mitigated School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.:</li> </ul>	Y	Curriculum reviewed to support distance learning and social distancing in the classroom. Use of feedback reviewed Use of Visualiser in each classroom to display work. Support materials will be allocated/individual students. Individual work spaces Practical lessons will be demonstration activities, which can also be shared remotely	6

				<p>in PE pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</p> <ul style="list-style-type: none"> <li>• In music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> </ul>		<p>Teachers using IRIS/Teams to create a bank of lessons Each dept has carried out a risk assessment</p> <p>On-going CPD for teaching staff</p>	
40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	3	2	6	<ul style="list-style-type: none"> <li>• Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support.</li> </ul>			
				<ul style="list-style-type: none"> <li>• Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>○ Staff (Inc. staff at breakfast club and after school activities)</li> <li>○ Pupils</li> <li>○ Parents</li> <li>○ Governors/Trustees</li> <li>○ Local authority</li> <li>○ Health services</li> <li>○ Regional Schools Commissioner</li> <li>○ Professional associations</li> <li>○ Other partners</li> <li>○ Neighbouring schools/EY settings</li> <li>○ Highways department</li> </ul> </li> </ul>	Y	<p>Communication being issued every week as guidance is released. Two-week revision and monitoring Weekly newsletters/ weekly staff briefings</p> <p>No breakfast/after-school or extra-curricular club until Summer term 21</p>	6
				<ul style="list-style-type: none"> <li>• Parents are communicated with to make sure they know: <ul style="list-style-type: none"> <li>○ whether their child will be able to attend from 2<sup>nd</sup> September</li> </ul> </li> </ul>	Y	<p>Communication released regularly as guidance is released. Regular revision and monitoring Weekly newsletters</p>	6

				<ul style="list-style-type: none"> <li>○ what protective steps you're taking to make the school a low-risk place for their child</li> <li>○ what you need them to do (such as on drop off and collection)</li> <li>● For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan</li> </ul>			
41. Pupils who are unable to attend school because they are complying with clinical and/or public health advice are not receiving access to remote education	4	2	8	● School is aware of current guidelines for shielding	Y	Yes, in line with guidance	8
				● Parents have been asked to make the school aware of pupils' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.	Y	As part of survey Info from care plans and Inclusion team	8
				● Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis.	Y	Government guidance has been sent out to parents as and when received. Regular updates issued	8
				● Schools have a regularly updated register of pupils with underlying health conditions.	Y	Care plans in place for pupils that we have been made aware of by parents/ doctors as having health conditions	8
42. Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	2	2	4	● There are sufficient numbers of trained staff available to support pupils with mental health issues.	Y	Inclusion team will manage referrals made to MyConcern	4
				● There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.	Y	School procedure in place	4
				● Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).	Y	As above	4
				● Resources/websites to support the mental health of pupils are provided.	Y	Information and guidance is shared by the Inclusion team	4
43. The mental health of staff has been adversely affected during the period that the school has	3	3	9	● Staff are encouraged to focus on their wellbeing.	Y	Weekly briefings and line management meetings	9
				● Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.	Y	Weekly briefings and line management meetings	9
				● Staff briefings and training have included content on wellbeing	Y	Weekly briefings and line management meetings	9
				● Staff briefings/training on wellbeing are provided.	Y	Weekly briefings and line management meetings	9

been closed and by the COVID-19 crisis in general				<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Y	Weekly briefings and line management meetings	9
44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	2	4	<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> </ul>	Y	Virtual GB/committee meetings have taken place since March 2020	4
				<ul style="list-style-type: none"> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> </ul>	Y	Yes	4
				<ul style="list-style-type: none"> <li>The Principal's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> </ul>	Y	Yes	4
				<ul style="list-style-type: none"> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> </ul>	Y	Yes	4
				<ul style="list-style-type: none"> <li>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</li> </ul>	Y	Yes	4
45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	4	3	12	<ul style="list-style-type: none"> <li>Guidance on test and trace has been published.</li> </ul>	Y	Staff have access to NHS testing	12
				<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>	Y	As above	12
				<ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>	Y	As above Introduction of LFD testing in secondary school phase from 11/01/21(Primary phase from 25/01/21 , although voluntary basis only. Home testing kits distributed to staff 05/03/21	12
46. Infection transmission within school due to staff/pupils (or members of their household)	4	4	16	<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> </ul>	Y	School absence line and contact process in place	16
				<ul style="list-style-type: none"> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of test and trace for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> </ul>	Y	Operational procedures in place if a member of staff/pupil reports symptoms or is seen to be displaying symptoms; Staff and Keyworker pupil LFD testing from Jan 21; Secondary pupil testing from March 21 Home testing kits distributed to staff 05/03/21; Waiting pupil home testing kits to arrive.	16

displaying symptoms						As testing is not mandatory it cannot be guaranteed that all symptomatic/asymptomatic can be identified and therefore risk remains	
				<ul style="list-style-type: none"> <li>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply</li> </ul>	Y	Government guidance on this matter has been shared with parents from prior to lockdown and on a regular basis - cannot guarantee guidance is being followed in all instances; Reiterated prior to pupil return to school; Inclusion teams working with external agencies	16
				<ul style="list-style-type: none"> <li>A record of any COVID-19 symptoms in staff or pupils is reported to local authority and, in the case of academies, the trust</li> </ul>	Y	Yes	16
47. Staff, (Inc. breakfast club and after school activities staff), pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	3	2	6	<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> </ul>	Y	Government guidance on this matter has been shared with parents since prior to lockdown Will be reiterated prior to pupil return to school	6
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Y	INSET day/ pupils return	6
				<ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y	Government guidance forwarded to parents/stakeholders as and when received	6
48. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	3	2	6	<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> </ul>	Y	Parent briefing doc reiterates all procedures	6
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Y	On Inset day/ pupils return	6
				<ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y	Government guidance forwarded to parents/stakeholders as and when received	6

including test and trace							
49. Staff, parents and carers are not aware of recommendations on transport to and from school	3	2	6	<ul style="list-style-type: none"> <li>● Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12).</li> <li>● Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures</li> </ul>	Y	Parent briefing doc reiterating all procedures	6