COVID-19: Operational Risk Assessment for School Reopening

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	September 2020	Staff, pupils, parents, visitors, volunteers, contractors

Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the 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) 20012 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)	https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)

Suggested Steps of Re-opening Preparation:

Determine Capacity of School Building → Determine Staff Available to Work On- → Liaise with Parents Regarding Intention to → Undertake Risk Assessment and Action → Share full Re-opening Plans with Governing → Make Necessary Adaptations to Site → Complete Identified Actions → Determine Remote Learning Offer → Inform Parents of Re-opening Plans and

Risk matrix

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

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
A. Staffing Resources								
1. Risk that there are Insufficient staff to support all the pupils to be in school	3	3	9	● Audit staff availability	Y	All staff are expected to return to work in September, subject to a recurring outbreak (phase 2); The school will keep in regular contact with staff in order to ensure sufficient availability from September.	9
	3	3	9	● Establish how many and which staff will be available, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments where appropriate (see guidance distributed previously)	Y	Individual risk assessments for BAME & those returning who were not previously at work due to being vulnerable or extremely clinically vulnerable Medical certificates requested as appropriate. Flexible working arrangements considered where appropriate.	9
	3	3	9	● Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time. ● Organise home learning (education off site) for pupils when not on the premises.	Y	The expectation is that pupils will be introduced on a gradual 'staggered' basis across week 1 & 2 in September, allowing for an effective deployment and monitoring of staffing availability etc. Primary and Secondary pupils will be in Year Group 'Bubbles' Years 5 & 6 will combine as one 'Bubble' at BHC.	9
	3	3	9	●Flexible and responsive use of teaching assistants	Y	4/19 LSA available in school – insufficient number to fill gaps and in the classroom(s) LSAs shielding will be supporting distance learning.	16
	4	4	16	●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	Y	Insufficient LSA staff to cover these needs fully (4/19) – SENDCo to provide no. of pupils that fall within this group across Rec/Yr1/Yr6 Online support will be available out of hours (Distance Support).	9

Risk	L	I	Score	Control measures	Y/N	Comments	Rating
				example those with Autism will need to be supported by the same adults, where possible			
	4	4	16	● 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	N	Testing for Covid-19 for staff on request only. Delays in return rates currently exist. Antibody test unavailable for staff. Reliant of goodwill of staff and parents/carers. Possibility of being contacted by test and trace.	16
	3	3	9	● Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school) and home learning (for those who are learning at home)	Y	Currently limited capacity in school teaching staff available. Expectation is that all staff will return in September Number of staff currently overseas. Quarantine measures may be a hindrance.	9
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	● The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned	Y	Anxiety is high amongst staff following the death of a 30-40% of staff currently available – confidence likely to increase if Government messaging is clear and consistent for September.	9
	3	3	9	● Full use is made of all qualified teachers.	Y	Online teaching is already in place and majority of staff contributing.	9
	3	3	9	● Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.	Y	Insufficient LSA/Pastoral staff. LSA home contribution continues to be effective in support of distance learning.	9
	3	3	9	● 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	N	Staff will be reminded of test and trace Effective test and trace not yet fully available to staff on a regular basis. Delays in results.	9
	3	3	9	● 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.	N	Not yet in place. Dependent on current guidance. Plan in place waiting for the above.	9
	3	3	9	● Where possible, ensure pupils with SEND are prioritised to be in school	Y	Plan in place. SEND students invited in for 1:1. consultation. Action will be dependent on guidance.	9
3. Risk of infection from use of supply	4	1	4	● Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.	Y	No additional supply expected. Internal cover will be utilised at the start of the autumn term.	4

teachers, temporary 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.		No additional supply required. Peripatetic teachers offering online lessons until further notice.	4
	0	0	0	Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.		N/A	
	0	0	0	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.		N/A	
4. Risk of infection of **extremely clinically vulnerable** members of the household of a member of staff.	3	3	3	● Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible	Y	Individual risk assessments for BAME & those returning who were not previously at work due to being vulnerable; extremely clinically vulnerable or living with any of the above. PPE will be available for all staff.	9
5. Risk of not covering essential functions (first-aid, DSL, SENDCo).	3	3	9	● Provide cover for the role from within available staffing	Y	1st Aid – NH/SR welfare personnel shielding: Admin staff to cover; DSL's, Inclusion and SENDCo's	9
	3	3	9	● Or remote support via another school, Academy Trust or the LA	N/A	For students who may be attending alternative provision	9
	3	3	9	● Ensure First Aid certificates are up to date (previously extended for 3 months)	N/A	N/A – All 1st Aiders have current certification	9
	3	3	9	● Follow Covid19 first responders' guidance and Public Health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals.	Y	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 SMSJ Medical Room procedures to be updated to include above guidance/procedures	9
	3	3	9	● Programme of training for additional staff in place (e.g. Safeguarding)	Y	Additional INSET day planned for 4th Sep and w/b 8th June 2021	9
6. Risks to health and	3	2	6	● A revised staff handbook is issued to all staff prior to reopening.	Y	INSET materials made available to all staff Weekly staff briefings	6

safety because staff are not trained in new procedures.	3	3	6	● Induction and CPD programmes are in operation for all staff prior to reopening, (Inc. breakfast club and after school activities), and include:
				  o Infection control
				  o Fire safety and evacuation procedures
				  o Constructive behaviour management
				  o Safeguarding
				  o Risk management
					Y	September 2020 INSET day(s) planned to ensure all relative areas are covered in preparation for re-opening and to reassure staff
						Attendance rota in place to reduce numbers/social distance protocols.
							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	● An individual risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to reduce the number of different contacts and keep a safe distance, and they must not be employed in any role where high-risk activities may be carried out, for example personal care.	Y	Individual risk assessments will be completed. Extremely critically vulnerable and Pregnant staff members have been encouraged to work from home and individual risk assessments prepared with them should they chose to come to work. BAME staff to have individual risk assessments also Guidance being followed and Unions consulted as required.	8
	4	2	8	● All members of staff with underlying health issues have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated	Y	Request for this information was sent to all staff in week prior to lockdown (24/3/20); followed up by Personnel Officer in early May & July.	8
	4	2	8	● 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 GP/consultant/midwife or current government advice	Y	As above, where shielding letters have not been received by individuals, GP confirmation has been sought. 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.	8
	4	2	8	● Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable	Y	As above – expectation is for all such staff to work from home.	8

	4	2	8	● All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance.	Y	As above - All working from home.	**8**
	4	2	8	● Current government guidance is being applied.	Y	Yes, as received	**8**
**B. Teaching Spaces, the Learning and School Environment**						
8. Risk of transmission within the school building (this includes breakfast club and after school activities)	4	4	16			All classes will need 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 will be carried out to allow for the most effective accommodation/layout, i.e. to incorporate front facing for all pupils. This would require a further 8 classrooms at the BHC. Accommodation will be a challenge particularly at BHC due to small classrooms, narrow corridors and small outdoor area. Primary and Secondary pupils will be in Year Group 'Bubbles'. Years 5 & 6 will combine as one 'Bubble' at BHC. Split breaks and lunches will be timetabled across all three campuses. A 'staggered' starts, arrival and departure times in place for year groups will be in place reducing the student population for week 1, to reduce anxiety, establish and embed routines and safe working practices. 'Grab & Go' / packed lunch system in place for the first week. A further Risk Assessment will take place prior to increasing the student population safely across all three campuses.	**16**
	4	4	16	● 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. ● Secondary Audit accommodation in order to establish how many class groups and or year groups (no size restrictions) can be accommodated.	Y		
	4	4	16				
	4	4	16	● Take account of the unique needs of individual pupils, including those with SEN and the youngest children in the school. ● Pupils who have complex needs or who need close contact care: Their educational and care support should be provided as normal.	Y	2 Small group rooms / hall spaces as overflow for individuals to work 1:1. Availability of staff to support will be a risk factor.	**16**

			Control Measure		Comment / Action	
4	3	12	● Primary and Secondary Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children.	Y	All classes will need 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 will be carried out to allow for the most effective accommodation/layout, i.e. to incorporate front facing for all pupils. Staggering the start for each cohort of students in the first week will ensure accommodation meets the guidance.	16
4	3	12	● Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate.	Y	All classes will need 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 will be carried out to allow for the most effective accommodation/layout, i.e. to incorporate front facing for all pupils.	16
4	3	12	● Protocols around reduction of contacts and maximising distance shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood reduction of contacts and maximising distance. Where a pupil does not understand maximising distance or for those who need close contact care, education and care support should be provided as normal.	Y	Letter of expectations to parents in first instance; induction session for pupils upon return. If a pupil presents a risk to Health & Safety the school's Commitment to Learning Policy will be used. Risk reduced with staggered start in first week. Time with individual cohorts to establish protocols and expectations. INSET time used to deliver training, support and expectations	12
			● Clear signage displayed in classrooms promoting reduction of contacts and maximising distance	Y	Posters for each room / across campuses	12
			● Children stay with their own teacher/teaching assistant and where possible do not mix with other children ('bubble' model). This is particularly the case for pupils with SEN and younger children who are unable to adhere to reduction of contacts and maximising distance ● Secondary Pupils remain, subject allowing, in their designated learning space.	Y	'Bubble' model to be adopted across all campuses following guidance on student ratios and context of each campus. Model will be for pupils as far as possible for pupils to remain in their designated learning space and for staff to move around	12
4	4	16	● Where younger children are unable to reduce contact and maximise distance adults should avoid		Recommendation to staff to wear visors as a minimum and face mask in class if necessary.	16

				close face to face contact and minimise time spent within 1 metre of anyone. ● 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. ● 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. ● If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups ● Schools should consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. ● As with physical activity during the school day, contact sports should not take place.		PPE will be available and antibacterial wipes for each classroom Breakfast and after-school clubs/ extra-curricular provision will be put on hold for the first half term of the autumn break with a view to review for re-opening (at a reduced level) after October half term	
9. Risk of transmission in large spaces used as classrooms/ teaching spaces	3	3	9	● 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 ● Secondary Class/year group 'bubbles' must not have contact with each other, this includes breaks,	Y	Calculate capacity of hall spaces, 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

				lunchtime. Pupils should be encouraged to practice reduction of contacts and maximising distance at all times.	Y		
				● Large gatherings of more than one bubble should be avoided	Y	No assemblies staff/parent meetings to be held	9
				● Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart.	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	● Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces	Y	Insufficient available staff numbers to ensure effective social distancing whilst pupils play; Field & Junior playground sectioned off to allow for groups to play separately from other groups	9
				● Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside	Y	Hand sanitiser outside classroom doors for use upon exit and prior to return to class possible; Lidded outdoor bins purchased	9
				● Close down drinking fountains and make arrangements for individual water bottles for children	Y	Drinking fountains closed. Children to bring own drinks	9
				● Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances if shared between bubbles.	Y	Designated out of bounds	9
				● Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam	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.	9
				● Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available	Y	As above	9
				● 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.	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.	9

					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.		
					● Where outside space must be shared arrangements for cleaning between bubbles are in place	Y	To be considered if sharing necessary following a review of week 1	**9**
					● Resources are limited to facilitate effective cleaning daily	Y	Remove anything that would require cleaning each time it was touched	**9**
					● 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 ● For Secondary, only equipment that can be washed easily can be used.	Y	Restructure equipment	**9**
					● 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	Y	Avoid these areas on each campus during the phased return	**9**
11. Risk of staff having to move between groups	4	4	16	● 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. ● For Secondary, where staff have to move between bubbles to deliver the school timetable they should maintain a 2-metre distance from pupils and colleagues.	Y	Recommendation to staff to wear visors as a minimum and face mask in class if necessary. PPE will be available and antibacterial wipes for each classroom available for each lesson Students will be encouraged to wipe down their working area.	**16**
12. Risks of transmission due to movement		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**

around the school.	4				● Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible		Split break and lunch time swill mitigate this	12
					● Movement of pupils and staff around the school is minimised		Split break and lunch times will 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 will be in place	12
					● Start and departure times are staggered where possible	Y	Yes	12
13. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.					● 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 2 metres apart in designated areas outside and released as parent arrives in their designated collection 1 way system	12
					● Stagger time for SEN Transport drop offs and pick ups	Y	NO SEN transport; Only blue badge holder collections – those pupils can be lined up elsewhere, nearer to the areas designated to blue badge holders	12
					● 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 parents do need to enter the building, ensure they have an understanding of the procedures in order to keep everyone safe. Do not allow gathering at the school gates to talk to other parents	Y	Staggered drop off and collection- designated collection point for parents where they must observe 2 metre rule	12
					● Identify drop off and pick up waiting areas that can reduce contacts and maximise distance	y	Phase leaders and HoYs' have identified 'Bubbles' of students and year group zones.	12
					● Extend gate/entrance opening times to prevent queueing	y	Reiterate to parents' importance of staggered times is to prevent gatherings /queuing and assist in social	12

				Control measures	Y/N	Comments	Rating
						distancing, parents must collect on time. Students encouraged to arrive promptly	
				● Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes	y	Briefing on arrival to the school	12
				● A plan is in place for managing the movement of people on arrival to avoid groups of people congregating	y	Separate entrances and exits across all three campuses. Staggered arrival times allocated. Students encouraged to arrive promptly	12
				● Floor markings visible to all to avoid queuing	N	This will be reviewed as system is tested and student cohorts increase in size. Dependant on guidance on distances. Staff available to manage movement of students.	12
				● Parents given advice on walking/cycling to school, avoiding public transport and minimising driving	y	Information included in communication with parents of eligible students	12
				● Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage	y	Information included in communication with parents of eligible students	12
				● Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space	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 for social distancing.	3	3	6	● Advice to pupils and families on maintaining road safety procedures despite changes.	y	Information included in communication with parents of eligible students	6
				● For those that have to drive, advice on places they should and should not pick up, drop off and park. ● For Secondary, identify Sixth Form pupils that drive themselves to school/college, identify parking area/protocols.	y	Information included in communication with parents of eligible students/ no 6th form drivers	6
				● Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.	N	N/A	6
				● Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.	N	N/A	6
				● Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc.	N	N/A	6

Risk				Control Measures	Y/N	Comments	Score
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	4	12	● Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required.	N	N/A	6
				● Break and lunch times are staggered	Y	Rotas in place and will be adapted as cohort size increase. dependant on staff availability	12
				● External areas are designated for different groups ● For Secondary, outside spaces are used by one bubble at a time or space is divided with clear demarcations	Y	Each campus has allocated spaces for student 'Bubbles'/groups	12
				● Pupils are reminded about the protocols of reduction of contacts and maximising distance before every break time	y	Extended AM PAM time used to establish expectations in week 1. Cohorts to have time individually to adopt new practice and protocols	12
				● Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.	N	Not possible with current available levels of staffing School day, week 1 modified to develop practice	12
16. Risk of transmission because pupils do not observe agreed protocols of social distancing at lunchtimes	3	3	9	● Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime	Y	Student briefing each day in PAM Induction day, 1 week 1	9
				● Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area.	Y	Student briefing each day in PAM Induction day, 1 week 1	9
				● 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.	Y	Student briefing each day. 'Grab & Go' service and packed lunch system in place. Break and lunch year group rotas	9
				● Floor markings are clear to avoid queues	N	Will be implemented after testing and as cohort's increase. Waiting for confirmation on social distancing rule	9
				● Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces	Y	Catering company will provide grab and go meals	9

				● If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food	Y	Student briefing each day	9
				● Eating areas are thoroughly cleaned after lunchtime	Y	Bi weekly meeting held with cleaning company SLT walk around to QA	9
17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4	2	8	● Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for the reduction of contacts and maximising distance	Y	Surfaces and furnishings reduced Additional work spaces allocated	8
				● Staff have been briefed on the use of these rooms	Y	3 days on INSET Weekly Staff briefing SLT monitoring	8
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	3	9	● Social distancing provisions are in place for medical rooms	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
				● Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged	Y	Additional 'Holding' areas in each campus	9
				● PPE available if staff dealing with pupil with symptoms	Y	Full PPE to be worn by qualified staff in the medical rooms	9
				● Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas	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 maximising distance guidelines	3	3	9	● Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school.	Y	Briefing document to parents – no visitor policy unless absolutely necessary	9
				● The maximising distance floor markings are clearly in place	Y	To be reviewed	9
				● Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty	Y	Posters and additional signage, etc.	9
				● Non-essential visitors to school and deliveries are minimised	Y	Yes – as above	9
				● Arrangements are in place for visitors to stay apart	Y	Procedures for essential visitors dealt with case by case	9

C. Hygiene and protective controls							
20. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission.	3	3	9	● Ensure frequent hand cleaning and good respiratory hygiene practices	Y	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
				● Regular cleaning	Y	Between sessions/daily after school and by students	9
				● Minimise contact and mixing (see above)	Y	Pupils remain within 'bubbles' at all times	9
				● See sections above re start and end of day arrangements, playtimes and break times	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	● 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.	N	Staff and students will be advised to stay home and order tests if required. All in contact will be advised to isolate until tested.	16
				● Make arrangements to isolate anyone with symptoms and have clear guidance and protocols	Y	Operating Procedures in place and will adapted as required	16
				● Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home	Y	Staff and pupils will not be allowed in school/sent home if they have symptoms/tested positive	16
				● PPE on hand.	Y	PPE to be in place prior to opening to pupils, new orders being placed for September	16
				● Active engagement with NHS Test and Trace	N	No active engagement from NHS	16
22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	3	12	● 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.	Y	Will not be used/out of bounds	12
				Establish arrangements for all frequently touched surfaces and equipment e.g. ● door handles ● handrails ● table tops	Y	Cleaning between sessions & at end of day; Doors propped open; no toys play equipment; antibacterial wipes available for use on electronic devises etc. prior to use.	12

					● play equipment ● toys ● electronic devices (such as phones) ● specialist equipment, including equipment used by pupils with SEN			
					● When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.	Y	In place. Monitoring of cleaning company	12
					● Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.	Y	Not being made available. Staff have assigned laptops for individual use	12
					● Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom.	Y	Pupils to bring in own fully stocked pencil case	12
					● Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books	Y	Guidance given to staff and facilities made available around the campus and in classrooms	12
					● Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations.	Y	Wipes/hand sanitiser available; hand washing on a regular basis will also be expected	12
					● There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this	Y	Information given but unable to enforce	12
23. Risk of virus spreading because the school has insufficient materials and equipment	4	3	12		● Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms	y	Stock tracking and re-ordering process to be established at each site; Over stocking in the first instance	12
					● Use of hand sanitisers at appropriate locations	Y	Locations identified on all campuses	12
					● Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste.	y	In place	12
					● Bins to be double bagged and emptied	Y	Premises staff/cleaning staff to be briefed/reminded	12

					● Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom	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	● Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.	Y	Inset day training / requirements for all levels of staff to be finalised; 'Covid-19 Marshalls' to monitor correct use/levels of use; Stock tracking and re-ordering process to be established at each site; Over stocking in the first instance	9
				● Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely	Y	Three INSET day training programmes	9
				● Staff are reminded that the wearing of gloves is not a substitute for good handwashing	Y	INSET days training	9
25. Pupils forget to wash their hands regularly and frequently	4	3	12	● Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.	Y	INSET day training Insufficient staff to check on every child	12
				● Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.	Y	Posters in all relevant areas; reiterated by References in all communication	12
				● School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.	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	● Clear messaging to pupils on the importance and reasons for reducing contacts and maximising distance is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling	Y	SLT and staff briefings Inclusion team working with SEN students Communications with parents	9
				● Staff model reducing contacts and maximising distance consistently.	Y	INSET day training / SLT and staff briefings	9

				Control Measures	Y/N	Action / Comment	Rating
				● The movement of pupils around the school is minimised.	Y	One way systems/ NH direct access to outside from classrooms; staggering start and end times etc.	9
				● Large gatherings are avoided Inc. assemblies	Y	Arrival and collection times staggered. Collective worship in year group 'Bubbles'.	9
				● Break times and lunch times are structured to support reduction of contacts and maximising distance and are closely supervised	Y	Staggering arrival, break, lunch and departure Rotas system for staff in school to limit numbers	9
				● 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.	Y	Communication with, students, parents, carers and staff	9
				● Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed.	Y	SLT and staff briefings SLT and site team walk around	9
				● Messages to parents reinforce the importance of reduction of contacts and maximising distance.	Y	Staff Briefing / posters on outside parent boards etc. Weekly parental communication	9
				● Arrangements for younger primary school children have been agreed and staff are clear on expectations.	Y	INSET days training x3	9
				● Arrangements for pupils with SEN have been agreed and staff are clear on expectations.	Y	Inclusion team training and supporting staff training	9
D. Premises and Buildings							
27. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing	4	3	12	● A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening.	Y	Plan agreed with contractors 28/5/20 Will be reviewed every two weeks. Plan for September return in hand.	12
				● An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include: o more frequent cleaning of rooms / shared areas that are used by different groups	Y	As above	12

Hazard				Control measures	Y/N	Comments	Rating
enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required				o frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach ● the regular cleaning of toilets			
				● Working hours for cleaning staff are increased	Y	In-house cleaners 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	● Take fabric chairs out of use where possible.	Y	All teacher classroom chairs are fabric Replace with plastic chairs where appropriate Staff room surfaces reduced	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 awaiting changes/confirmation to guidance	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	Limited numbers of staff could make this difficult	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: o Reduced numbers of pupils/staff o Possible absence of fire marshals o The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points	Y	Existing procedures should still be appropriate: All classes at NH have direct access to outside – would need to establish line up area for each 'Bubble'/group. Drill required on first day back, incorporating social distancing for line up	8

					o A possible need for additional muster point(s) to enable reduction of contacts and maximising distance where possible			
					● Staff and pupils have been briefed on any new evacuation procedures Inc. breakfast club and after school activities)	Y	Inset days training and training day 1 of pupil return	8
					● Incident controller and fire marshals have been trained and briefed appropriately.	Y	To be reviewed/ reassigned dependent on persons available to work	8
31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	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		Drill required on first day back, incorporating social distancing for line up; No PEEP's No mobility issues - All classrooms in use at NHC have direct access to outside	
					● Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.	Y		8
					● 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			
32. Fire marshals absent due to self-isolation	4	3	12		● An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.	Y	To be reviewed/ reassigned dependent on persons available to work	12
33. All systems may not be operational					● Government guidance is being implemented where appropriate, see following link: ● https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown	Y	N/A	4
	2	2	4		● All systems have been recommissioned including: Water systems (particularly legionella testing and controls in place) Electrical and gas safety checks Emergency escapes, lighting and fire detection systems Security systems Lifts and escalators Heating ● Ventilation systems	N	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	● All statutory compliance is up to date.	Y	With exception of lift maintenance which is being followed up	8
				● Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. ● The following guidance has been followed where appropriate: https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm	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 ventilation means that there is risk of transmission	4	2	8	● Ensure good ventilation in classrooms and common areas e.g. through opening a window		All windows will be open; doors will continue to be propped open to allow for additional circulation and also to reduce the risk of cross contamination of door handles etc.	8
	4	2	8	● Follow guidance in the following link: ● air conditioning and ventilation during the coronavirus outbreak.		Air con not found throughout school. Only in BH atrium, SR Canteen and an SR IT suite, this will not be used	8
				● Signage giving routes, procedures and entrances and exits to be followed.	Y	Parent briefing doc telling parents not to enter the site; external intercoms to give similar message/instruction to visitors at each site	8
36. Visitors to the site (including parents) add to the risk	4	2	8	● Limit the external visitors to the school during school hours	Y	Parent briefing doc telling parents not to enter the site; external intercoms to give similar message/instruction to visitors at each site	8
				● Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.	Y	Sign in & out system procedures reviewed/ hand sanitiser and regular use of antibacterial wipes	8
				● Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable)	Y	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
				● Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually'	Y	Inclusion teams are conducting virtual meetings	8

37. Contractors on-site whilst school is in operation may pose a risk to to reduction of contacts and maximising distance and infection control	4	2	8	● Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.	Y	Yes, following strict social distancing rules and by appointment; wearing gloves & face mask as a minimum requirement	8
				● An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe	Y	This process is on-going and will be reviewed on a two weekly cycle	8
				● Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective reduction of contacts and maximising distance is maintained at all times.	Y	This process is on-going and will be reviewed on a two weekly cycle	8
				● Temperature checks are carried out on arrival and before entering the school building	Y	This process is on-going and will be reviewed on a two weekly cycle	8
				● Alternative arrangements have been considered such as using a different entrance and exit for contractors and organising classes so that contractors and staff/pupils are kept apart.	Y	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
				● Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed.	Y	Site team to shadow all contractors on site, maintaining social distancing	8
				● In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).	Y	Contactors to provide (cleaning contractors already provided)	8

E. General

38. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and	3	2	6	● 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.	Y	All to be reviewed and updated accordingly	6
				● The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.	Y	All to be reviewed and updated accordingly	6
				● Staff, pupils, parents and governors have been briefed accordingly.	Y	All to be reviewed and updated accordingly	6

other policies are no longer fit for purpose in the current circumstances							Staff
39. Curriculum Learning Environment	2	2	4	● Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place. ● Each activity should be risk assessed and should not be run unless the risks can be mitigated School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.: in PE pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. ● In music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies. ● 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.	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 be shared remotely Teachers using IRIS to create a bank of lessons	6
40. Key stakeholders are not fully informed about	3	2	6	● Communications strategies for the following groups are in place: o Staff (Inc. staff at breakfast club and after school activities)	Y	Communication being issued every week as guidance is released. Two-week revision and monitoring	6

changes to policies and procedures due to COVID-19, resulting in risks to health				○ Pupils ○ Parents ○ Governors/Trustees ○ Local authority ○ Health services ○ Regional Schools Commissioner ○ Professional associations ○ Other partners ○ Neighbouring schools/EY settings ○ Highways department		No breakfast/after-school or extra-curricular club provision from September, will review for October half term	
				● Parents are communicated with to make sure they know: ○ whether their child will be able to attend from 2nd September ○ what protective steps you're taking to make the school a low-risk place for their child ○ what you need them to do (such as on drop off and collection) ● For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan	Y	Communication being issued every week as guidance is released. Two week revision and monitoring	6
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	To action following return of survey	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	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

the school has been closed and by the COVID-19 crisis in general				● 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 been closed and by the COVID-19 crisis in general	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
				● Staff have been signposted to useful websites and resources.	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	● The governing body continues to meet regularly via online platforms.	Y	Virtual GB/committee meetings have taken place since the start of lockdown	4
				● The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.	Y	Yes	4
				● 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.	Y	Yes	4
				● Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.	Y	Yes	4
				● Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.	Y	Yes	4
45. Test and trace is not used effectively to	4	3	12	● Guidance on test and trace has been published.	Y	Staff have access to NHS testing but Track and Trace programme not yet fully operational	12
				● The guidance has been explained to staff	Y	As above	12

					Y	As above	12
help manage staffing levels and support staff wellbeing				● Post-testing and tracing support is available for staff.			
				● Robust collection and monitoring of absence data, including tracking return to school dates, is in place.	Y	School absence line and contact process in place	16
46. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	4	16	● 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.	Y	Operational procedures – student and staff registration	16
				● Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically vulnerable** and **clinically extremely vulnerable** should these apply	Y	Government guidance on this matter has been shared with parents from prior to lockdown Will be reiterated prior to pupil return to school Inclusion teams working with external agencies	16
				● A record of any COVID-19 symptoms in staff or pupils is reported to local authority and, in the case of academies, the trust	Y	3 members of staff currently with symptoms	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	● Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.	Y	Government guidance on this matter has been shared with parents since prior to lockdown Will be reiterated prior to pupil return to school	6
				● This guidance has been explained to staff and pupils as part of the induction process.	Y	Will take place on INSET day/ pupils return	6
				● Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	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 including test and trace	3	2	6	● Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. ● This guidance has been explained to staff and pupils as part of the induction process. ● Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y Y Y	Parent briefing doc to reiterate all procedures Will take place on Inset day/ pupils return Government guidance forwarded to parents/stakeholders as and when received	6 6 6
49. Staff, parents and carers are not aware of recommendations on transport to and from school	3	2	6	● Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12). ● Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures	Y	Parent briefing doc to reiterate all procedures	6