

# COVID-19: Operational Risk Assessment for Full School Reopening September 2020

## SCHOOL NAME:

| Member of Staff and Job Title: | Date of Assessment: | Date of Review:   | Covered by this assessment:                               |
|--------------------------------|---------------------|---|---|
| Eileen Bhavsar                 | 07/07/2020          | Meeting on 16 <sup>th</sup> July 2020<br>To be agreed by staff and Governing Body | 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 Full 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/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

## Other Related Documents:

| Relevant Existing Policies  | Local Authority/Trust documents   | Recent Government Guidance:  |
|---|---|--|
| Health and Safety Policy<br>First Aid Policy<br>Child Protection and Safeguarding Policies<br>Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2012<br>The Health Protection (Notification Regulations) 2010<br>Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'<br>Existing Risk Assessment for school phased re-opening | Covid19 Education and Skills Service Strategy (April 2020)<br><br>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><br><br><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><br><br><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><br><br><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><br><br><a href="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a> |

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## Suggested Steps of Re-opening Preparation:



## 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/<br>Risk  | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed   | Risk rating<br>following<br>controls (1-25) |
|--|------------------------|--------------------------|--|--|----------------------|---|---|
| <b>A. Staffing Resources</b>   |                        |                          |  |  |                      |   |   |
| 1. Risk that there are Insufficient staff to support all the pupils to be in school in all the year groups proposed by the DfE | 4                      | 4                        | 16                                     | <ul style="list-style-type: none"> <li>Audit staff availability 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)</li> </ul> | yes                  | Questionnaire sent to all staff 18.5.20<br>Staff who will join the school in September have also completed questionnaire.                                       | 4x3=12                                      |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Establish how many and which staff will be available, through RAG rating (vulnerable staff/those fit for work)</li> </ul>   | In progress          | As of 16/7/2020<br>All Class teachers will be available to work in September.<br>4 members of support staff may not be available for work due to health issues. |   |

| Specific Concern/<br>Risk | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|---------------------------|------------------------|--------------------------|--|--|----------------------|--|---|
|                           |                        |                          |  |  |                      | Cover arrangements are<br>in progress  |   |
|                           |                        |                          |  | <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. Organise home learning (education off site) for pupils who are not attending school due to authorised absence.</li> </ul>   | yes                  | All class teachers will<br>be available for work   |   |
|                           |                        |                          |  | <ul style="list-style-type: none"> <li>Flexible and responsive use of teaching assistants (note DfE guidance on one teacher per group or one TA supervised by a teacher)</li> </ul>  | Yes                  |  |   |
|                           |                        |                          |  | <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. For pupils who need a high level of adult support for example those with Autism will need to be supported by the same adults, where possible</li> </ul> | Yes                  | Contact agencies to<br>check availability of<br>relief staff in case of<br>absence in September  |   |
|                           |                        |                          |  | <ul style="list-style-type: none"> <li>Full use is made of testing 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>   | Yes                  | Details in staff Covid<br>Handbook   |   |
|                           |                        |                          |  | <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>  | yes                  | Home learning<br>Monitored by:<br>Y3 – DL/HJ<br>Y4 - KM<br>Y5 - JD<br>Y6 – LB<br>Release time may have<br>to be provided for YTL<br>to resource on<br>site/home learning |   |

| Specific Concern/<br>Risk   | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|---|------------------------|--------------------------|--|--|----------------------|--|---|
| 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 | 4                      | 3                        | 12                                     | <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>   | Yes                  | All staff have completed questionnaire   | 4x3=12                                      |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Full use is made of all <b>qualified teachers</b></li> </ul>  | Yes                  |  |   |
|   |                        |                          |  | <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>  | Yes                  |  |   |
|   |                        |                          |  | <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>                                 | Yes                  | Testing information to be added to Covid Handbook  |   |
|   |                        |                          |  | <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> | Yes                  | Home learning Monitored by:<br>Y3 – DL/HJ<br>Y4 - KM<br>Y5 - JD<br>Y6 – LB<br>Release time may have to be provided for YTL to resource on site/home learning |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Where possible ensure pupils with SEND are prioritised to be in school</li> </ul>   | Yes                  | AH – to risk assess SEND pupils and coordinate if necessary  |   |
| 3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.                    |                        |                          |  | <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>   | Yes                  | In discussion with agency to identify regular supply staff   |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Ensure visiting staff are aware of and adhere to distancing and hygiene measure and minimise contact to only pupils who need to be taught.</li> </ul>   | Yes                  | Covid handbook / leaflet for visitors  |   |

| Specific Concern/<br>Risk   | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures  | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed   | Risk rating<br>following<br>controls (1-25) |
|---|------------------------|--------------------------|--|---|----------------------|---|---|
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.</li> </ul>  | In<br>progre<br>ss   | Supply Agency has conducted risk assessments regarding health and travel of staff BEAT (MUSIC Teachers) will also be required to conduct risk assessments |   |
| 4. Risk of infection of <b>extremely clinically vulnerable</b> members of the household of a member of staff. | 4                      | 4                        | 16                                     | <ul style="list-style-type: none"> <li>Individual risk assessment carried out with staff members to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible</li> </ul>                    | In<br>progre<br>ss   | Staff risk Assessment sent to new staff who will be starting in September.<br>Need more clarity for some staff PPE available                              | 3x2=6                                       |
| 5. Risk of not covering essential functions (first-aid, DSL, SENCo).  | 3                      | 3                        | 9                                      | <ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>   | Yes                  | Most staff now working in school.<br>Key functions are covered  | 3x3=9                                       |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>   | Yes                  | Liaison with Infant school for First Aid if necessary   |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Ensure First Aid certificates are up to date</li> <li>( previously extended for 3 months)</li> </ul>   | Yes                  | Welfare officer has confirmed they are all up-to-date<br>Review numbers of first aid staff available  |   |
|   |                        |                          |  | <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 distance may not be possible to maintain while attending to individuals.</li> </ul> | Yes                  | Staff INSET Further training needed on dealing with suspected Covid case<br>Procedures in place for dealing with unwell children.                         |   |

| Specific Concern/<br>Risk   | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|---|------------------------|--------------------------|--|--|----------------------|--|---|
|   |                        |                          |  |  |                      | Procedures being<br>planned for dealing with<br>First Aid due to accident  |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>  | Yes                  | Most Staff now working<br>in school  |   |
| 6. Risks to health and<br>safety because staff<br>are not trained in new<br>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>  | In<br>progre<br>ss   | To be Shared with staff<br>in Staff Meeting<br>LB Covid Handbook for<br>staff to collate all new<br>information and<br>procedures  | 3x2=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>  | Yes                  | Staff INSET/training<br>Training /Guidance in<br>Covid Handbook<br>Infection control<br>Fire evacuation<br>Risk management   |   |
| 7. Risk that staff who<br>are extremely clinically<br>vulnerable are not<br>identified and so<br>measures have not<br>been put in place to<br>protect them. | 4                      | 4                        | 16                                     | <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> <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> | In<br>progre<br>ss   | Staff survey has<br>identified all staff with<br>health issues.<br>All clinically/extremely<br>vulnerable identified<br>Ensure all staff are<br>following safe working<br>procedures<br><br>Review face<br>shields/PPE for staff in<br>close contact with<br>SEND children | 4x2=8                                       |

| Specific Concern/<br>Risk  | Impact<br>score<br>(a) | Probability<br>score (b)  | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|--|------------------------|---|--|--|----------------------|--|---|
|  |                        |   |  |  |                      |  |   |
|  |                        |   |  |  |                      |  |   |
|  |                        |   |  | <ul style="list-style-type: none"><li>Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice</li></ul>   | Yes                  | <b>Staff survey/letter to staff who were self-isolating</b><br><b>All staff invited to complete a risk assessment.</b> |   |
|  |                        |   |  | <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>  | Yes                  | <b>Staff were provided with guidance from DfE and NHS</b>  |   |
|  |                        |   |  |  |                      |  |   |
|  |                        |   |  | <ul style="list-style-type: none"><li>Current government guidance is being applied.</li></ul>  | Yes ?                |  |   |
| <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>Re-organise classrooms to accommodate 30 children in order to minimise contact and maximise distance</li></ul> | yes<br><br>Yes       | <br><br><b>Leadership to support re-organising of classrooms</b>   | 4x3=12                                      |
| <ul style="list-style-type: none"><li>Take account of the unique needs of individual pupils, including those with SEND.</li><li>Pupils who have complex needs or who need close contact care: Their educational and care support should be provided as normal.</li></ul> | In progress            | <b>Leadership to support re-organising of classrooms to accommodate LSAs</b>    |  |  |                      |  |   |
| <ul style="list-style-type: none"><li>Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children.</li></ul>  | In progress            | <b>Leadership to support re-organising of classrooms to accommodate maximum</b> |  |  |                      |  |   |

| Specific Concern/<br>Risk | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures  | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed   | Risk rating<br>following<br>controls (1-25) |
|---------------------------|------------------------|--------------------------|--|---|----------------------|---|---|
|                           |                        |                          |  | <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>   |                      | <b>distance between adults and children</b>   |   |
|                           |                        |                          |  | <ul style="list-style-type: none"> <li>Spare chairs and other furniture removed so cannot be used</li> </ul>  | <b>Yes</b>           | <b>Unnecessary furniture and resources have been moved and/or covered.</b>  |   |
|                           |                        |                          |  | <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>   | <b>Yes</b>           | <b>PSHE lessons on maximising distance, washing hands, keeping safe within the classroom and hygiene</b>  |   |
|                           |                        |                          |  | <ul style="list-style-type: none"> <li>Clear signage displayed in classrooms promoting reduction of contact and maximising distance</li> </ul>  | <b>In progress</b>   | <b>Posters to be displayed in main corridors and each room</b>  |   |
|                           |                        |                          |  | <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 SEND and younger children who are unable to adhere to reduction of contacts and maximising distance</li> <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>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> </ul> | <b>In progress</b>   | <b>LSAs deployed within year group bubbles to reduce contact across bubbles, where possible</b><br><br><b>Further PPE to be ordered when required.</b><br><br><b>Type of face shields used to be reviewed</b><br><br><b>Club leaders to meet with leadership to consider how to set up protective measures.</b> |   |



| Specific Concern/<br>Risk  | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures  | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed   | Risk rating<br>following<br>controls (1-25) |
|--|------------------------|--------------------------|--|---|----------------------|---|---|
|  |                        |                          |  | <ul style="list-style-type: none"> <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> |                      | <b>Sports and some other clubs will not take place during Autumn 1 – this will be reviewed towards the end of the half term</b>   |   |
| 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> </ul>   | yes                  | <b>Staggered start/ breaks/ lunch</b>   | 3x3=9                                       |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Large gatherings of more than one bubble should be avoided</li> </ul>  | Yes                  | <b>Hall to be used for staff training</b>   |   |
|  |                        |                          |  | <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>  | Yes                  | <b>Tables in classrooms have been arranged to enable reduction of contact and maximising distance and face to face contact</b><br><b>New timetable allows for regular hand washing and sanitising</b> |   |

| Specific Concern/<br>Risk   | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures  | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed   | Risk rating<br>following<br>controls (1-25) |
|---|------------------------|--------------------------|--|---|----------------------|---|---|
| 10. Risks of<br>transmission during<br>use of the outdoor<br>learning environment<br>for young children | 3                      | 2                        | 6                                      | <ul style="list-style-type: none"> <li>Leadership are realistic about reduction of contacts and maximise distance, for young children in outside spaces</li> </ul>                          | Yes                  | Group/bubbles<br>allocated playing area<br>Staggered playtimes  | 3x2=6                                       |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Arrangements for handwashing, hand sanitiser, tissues, bins are in place in classrooms and outside</li> </ul>  | Yes                  | Bins for toilets for paper towels to be ordered. Classrooms bins to be emptied after lunch  |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>   | Yes                  | Taped off   |   |
|   |                        |                          |  | <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> | Yes                  | Year group rota in place – no year group bubbles will use the same climbing frame within a 72 hour period<br>Friday's – no equipment will be used |   |
|   |                        |                          |  | <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>   | Yes                  | Very little equipment to be used. Personalised packs of resources /trays to be available  |   |
|   |                        |                          |  | <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>                          | Yes                  | Some physical activity to be offered in timetable   |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Outside spaces are divided and demarked for year groups of children to use to facilitate children staying in their groups.</li> </ul>                | In progress          | Plan in place to section off the playground for different groups to play in   |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Resources are limited to facilitate effective cleaning daily</li> </ul>  | Yes                  |   |   |
|   |                        |                          |  | <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</li> </ul>     | NA                   |   |   |

| Specific Concern/<br>Risk                                    | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed   | Risk rating<br>following<br>controls (1-25) |
|--|------------------------|--------------------------|--|--|----------------------|---|---|
|  |                        |                          |  | their names or arrange for bikes to be wiped down by an adult, between use by the children   |                      |   |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Consider the removal or covering of areas which are difficult to clean such as mailable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them</li> </ul> | Yes                  | E.g. Book shelves covered and cushions removed  |   |
| 11. Risk of staff having to move between groups              | 3                      | 2                        | 6                                      | <ul style="list-style-type: none"> <li>Where staff have to move between bubbles to deliver the school timetable they should try to reduce contact and maximise distance, keeping an ideal distance of 2 metres from pupils and staff where possible.</li> </ul>                    | Yes                  | PPA staff, LSAs, Peripatetic staff, Breakfast and after school club staff and kitchen staff given guidance                              | 3x2=12                                      |
| 12. Risks of transmission due to movement around the school. | 4                      | 4                        | 16                                     | <ul style="list-style-type: none"> <li>Arrange for corridors to be one-way where possible</li> </ul>   | Yes                  | Children will be supervised by adults   | 4x3=12                                      |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Clear signage and markers for children</li> </ul>   | Yes                  | Signs need to be put up <ul style="list-style-type: none"> <li>Social distance</li> <li>Washing hands</li> <li>Touching face</li> </ul> |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Corridors are divided where feasible</li> </ul>   | Yes                  | SLT to mark corridors<br>Adult supervision of children on site at all times   |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Pinch points and bottle necks are identified and managed. Movement of groups is staggered where possible</li> </ul>   | Yes                  | Groups have been assigned different doors stairs and parts of the playground to use   |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Movement of pupils and staff around the school is minimised</li> </ul>  | Yes                  | Staff training July/September. Staff awareness to be raised in INSET regarding movement around the school                               |   |

| Specific Concern/<br>Risk   | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|---|------------------------|--------------------------|--|--|----------------------|--|---|
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Pupils are reminded regularly of reduction of contacts and maximising distance protocols</li> </ul>   | Yes                  | Every week children reminded in class PSHE lessons   |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Appropriate duty rota and levels of supervision in place reducing of contacts and maximising distance</li> </ul>  | Yes                  | LSAs, caretakers and teachers to support with supervision  |   |
| 13. Risk of transmission due to number of people near entrances and exits at the start and end of the school day. | 4                      | 4                        | 16                                     | <ul style="list-style-type: none"> <li>Start and departure times are staggered where possible</li> </ul>   | Yes                  | Soft start in morning<br>Different doors, stairs and areas of playground identified  | 4x3=12                                      |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces</li> </ul>   | Yes                  | Parent's entry to be monitored by SLT. Holding areas in the playground to be identified for parents and children/groups.   |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Stagger time for SEN Transport drop offs and pick ups</li> </ul>  | NA                   |  |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department</li> </ul>                          | Yes                  | All doors to be used and allocated to groups   |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>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</li> </ul> | Yes                  | As children enter through defined door. Staff will monitor entrance to toilets and class room for hand washing etc. Queuing system will be in place using tape on floor to enable social distancing. Handwashing can also take place in classrooms |   |

| Specific Concern/<br>Risk | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures  | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|---------------------------|------------------------|--------------------------|--|---|----------------------|--|---|
|                           |                        |                          |  | <ul style="list-style-type: none"> <li>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.</li> <li>Consider special arrangements for settling children who are new to the school to enable the reduction of contacts and maximising of distance from parents where possible</li> </ul> | Yes                  | <b>This has been made clear to parents and will be monitored.<br/>Social distancing to be marked on Childs Walk</b>                |   |
|                           |                        |                          |  | <ul style="list-style-type: none"> <li>Identify drop off and pick up waiting areas that can reduce contacts and maximise distance</li> </ul>  | Yes                  | <b>Identified areas in playground</b>  |   |
|                           |                        |                          |  | <ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>  | Yes                  | <b>SLT to monitor collection and pick up every day.<br/>Children and staff to stay in playground until all children collected.</b> |   |
|                           |                        |                          |  | <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>  | Yes                  | <b>INSET July/Sept<br/>Also in Covid Handbook<br/>Parent newsletter<br/>SLT monitoring drop off and pick up every day</b>          |   |
|                           |                        |                          |  | <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>  | Yes                  | <b>Leadership team to devise plan</b>  |   |
|                           |                        |                          |  | <ul style="list-style-type: none"> <li>Floor markings visible to all to avoid queueing</li> </ul>   | Yes                  | <b>Tape purchased<br/>Leadership to action queueing areas in playground and around site and split hallways.</b>                    |   |

| Specific Concern/<br>Risk  | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|--|------------------------|--------------------------|--|--|----------------------|--|---|
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>  | Yes                  | Letter to parents to advise about social distancing and safety at drop off and pick up   |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage</li> </ul>   | Yes                  | This is currently in place but reminders will be given   |   |
|  |                        |                          |  | <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>                 | Yes                  | SLT to ask for parking restrictions around the premises to be suspended temporarily. Request granted. Staff given letters for cars |   |
| 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                      | 2                        | 6                                      | <ul style="list-style-type: none"> <li>Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>   | Yes                  | Parents to be advised in a letter  | 3x2=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> </ul>   | Yes                  | Parents to be advised in a letter to park and stride   |   |
|  |                        |                          |  | <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                  |  |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.</li> </ul> | N/A                  |  |   |
|  |                        |                          |  | <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                  | To be reviewed as school re-opening expands.   |   |
|  |                        |                          |  | <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                  | To be reviewed as school re-opening expands.   |   |

| Specific Concern/<br>Risk   | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures  | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|---|------------------------|--------------------------|--|---|----------------------|--|---|
| 15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes | 4                      | 4                        | 16                                     | <ul style="list-style-type: none"> <li>Playtimes and lunch are staggered</li> <li></li> </ul>   | Yes                  | areas in playground identified to play in  | 4x3=12                                      |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Outside spaces are used by one bubble at a time or space is divided with clear demarcations</li> </ul>   | Yes                  |  |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Pupils are reminded about reduction of contacts and maximising distance before every playtime</li> </ul>   | Yes                  |  |   |
|   |                        |                          |  | <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>  | Yes                  | Where needed.  |   |
| 16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes    | 4                      | 4                        | 16                                     | <ul style="list-style-type: none"> <li>Pupils are reminded about the protocols the reduction of contacts and maximising distance before every lunchtime</li> </ul>  | Yes                  | In place already   | 4x3=12                                      |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Pupils wash their hands before and after eating 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>  | Yes                  | In place already   |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Dining room areas and other spaces are configured to ensure the reduction of contacts and maximising distance 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> | In progress          | To be reviewed<br>Additional tables purchased<br>Hall to be used for packed lunch<br>Year group sittings to avoid year group bubbles mixing. |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Floor markings are clear to avoid queues</li> </ul>  | Yes                  | Floor markings to be put in place with tape across school site including dining hall   |   |
|   |                        |                          |  | <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>   | Yes                  |  |   |

| Specific Concern/<br>Risk  | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N)   | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25)           |
|--|------------------------|--------------------------|--|--|------------------------|--|---|
|  |                        |                          |  | <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> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>   | Yes<br><br>Yes         | <b>EB- to include guidance in letter to parents</b><br><b>Letter to be included in Covid Staff Handbook</b><br><br><b>MTS/Caretaker</b>  |   |
| 17. Staff rooms and offices do not allow for reduction of contact and maximising distance guidelines | 4                      | 4                        | 16                                     | <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 reduction of contacts and maximising distance</li> <li>Staff have been briefed on the use of these rooms</li> </ul> | In progress<br><br>Yes | <b>Staff room too small to accommodate all staff.</b><br><b>Rota for staff lunch enable staff social distancing at lunch time</b><br><br><b>Lack of space for staff to mix safely</b><br><br><b>Staff to be reminded of the risks if not maximising distance</b> | <b>4x4=16</b><br><br><br><br><br><br><br><br><br><br> |
| 18. The configuration of medical rooms may   | 3                      | 4                        | 12                                     | <ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance provisions are in place for medical rooms</li> </ul>  | Yes                    | <b>Queuing system to be marked outside of room.</b>  | <b>3x2=6</b>  |



| Specific Concern/<br>Risk   | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures  | In<br>Place<br>(Y/N)        | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|---|------------------------|--------------------------|--|---|-----------------------------|--|---|
| compromise reduction<br>of contact and<br>maximising distance<br>guidelines   |                        |                          |  |   |                             | <b>Pupils to be supervised<br/>by an adult if in need of<br/>medical attention.<br/>PPE to be worn.</b>  |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> </ul>  | <b>In<br/>progre<br/>ss</b> | <b>Group room/sensory<br/>room<br/>Outdoor Gazebo area<br/>Needs to be included in<br/>Covid Handbook</b>  |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>PPE available if staff dealing with pupil with symptoms</li> </ul>   | <b>Yes</b>                  | <b>Training on use needed.<br/>Welfare assistant to<br/>provide training</b>   |   |
|   |                        |                          |  | <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>                                  | <b>No</b>                   | <b>To be conformed with<br/>cleaning company and<br/>/or<br/>Caretakers to clean</b>   |   |
| 19. Groups of people<br>gather in reception<br>areas which may<br>contravene reduction<br>of contact and<br>maximising distance<br>guidelines | <b>3</b>               | <b>4</b>                 | <b>12</b>                              | <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 who are new to the school</li> </ul> | <b>Yes</b>                  | <b>Included in letter to<br/>parents</b>   | <b>3x2=6</b>                                |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Social distancing floor markings are clearly in place</li> </ul>   | <b>Yes</b>                  |  |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Social distancing protocols and guidance are clearly displayed to protect those staff on reception duty</li> </ul>   | <b>yes</b>                  | <b>Visitors are not allowed<br/>on site, essential<br/>contractors escorted on<br/>the premises.<br/>Designated areas for<br/>parents/carers</b> |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Non-essential visitors to school and deliveries are minimised</li> </ul>   | <b>Yes</b>                  |  |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Arrangements are in place for visitors to stay apart</li> </ul>  | <b>Yes</b>                  | <b>Visitors are escorted, at<br/>a social distance, from<br/>the gate</b>  |   |

| Specific Concern/<br>Risk   | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed   | Risk rating<br>following<br>controls (1-25) |
|---|------------------------|--------------------------|--|--|----------------------|---|---|
|   |                        |                          |  |  |                      |   |   |
| <b>C. Hygiene and protective controls</b>   |                        |                          |  |  |                      |   |   |
| 20. Risk that reduction of contact and maximising distance is difficult or impossible to maintain, leading to a risk of transmission. | <b>3</b>               | 5                        | <b>15</b>                              | • Ensure frequent hand cleaning and good respiratory hygiene practices   | <b>Yes</b>           |   | <b>3x3=9</b>                                |
|   |                        |                          |  | • Regular cleaning   | <b>Yes</b>           |   |   |
|   |                        |                          |  | • Minimise contact and mixing (see above)  | <b>Yes</b>           |   |   |
|   |                        |                          |  | • See sections above re start and end of day arrangements, playtimes and break times   | <b>Yes</b>           |   |   |
| 21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.                         | <b>4</b>               | 4                        | <b>16</b>                              | <ul style="list-style-type: none"> <li>• Testing of staff or pupils - if school has home testing kits - give to any symptomatic staff or pupils when they are sent home. If not, ensure the staff/parents/pupils know the process to get tested.</li> <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> | <b>Yes</b>           | <p><b>Included in staff handbook and letter to parents</b></p> <p><b>Included in staff handbook and letter to parents</b></p> | <b>4x4=12</b>                               |

| Specific Concern/<br>Risk   | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures  | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|---|------------------------|--------------------------|--|---|----------------------|--|---|
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> <li>PPE on hand.</li> </ul>   | Yes<br><br>Yes       | <p>See handbook for allocated areas for staff to work in</p> <p>Hygiene station in each room, face shields provided for every staff member and PPE in medical room</p> |   |
| 22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning | 4                      | 4                        | 16                                     | <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>  | Yes                  | <p>Limited amount of resources are shared and only within a bubble.</p> <p>If resources are shared across bubbles cleaning takes place or after 72 hours</p>           | 4x3=12                                      |
|   |                        |                          |  | <p>Establish arrangements for all frequently touched surfaces and equipment e.g.</p> <ul style="list-style-type: none"> <li>door handles</li> <li>handrails</li> <li>tabletops</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> | Yes                  | Cleaning equipment in each classroom   |   |

| Specific Concern/<br>Risk | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures  | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|---------------------------|------------------------|--------------------------|--|---|----------------------|--|---|
|                           |                        |                          |  | <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>   | Yes                  | Hygiene station in each classroom and designated staff work areas  |   |
|                           |                        |                          |  | <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>  | Yes                  | Limited amount of resources are shared and only within a bubble.<br><br>If resources are shared across bubbles cleaning takes place or used after 72 hours |   |
|                           |                        |                          |  | <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>  | Yes                  | Limited amount of resources are shared and only within a bubble.   |   |
|                           |                        |                          |  | <ul style="list-style-type: none"> <li>Teachers and children should make sure they wash their hands and surfaces, before and after handling pupils' books</li> </ul>  | Yes                  | Protocol added to staff handbook   |   |
|                           |                        |                          |  | <ul style="list-style-type: none"> <li>Teachers and children should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.) and provide hand sanitisers at appropriate locations.</li> </ul>              | Yes                  | Hygiene station in each classroom. Soap and antibacterial hand washes provided for staff and children  |   |
|                           |                        |                          |  | <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 Parents and carers are aware of this</li> </ul> | Yes                  | Parents to be informed in letter   |   |

| Specific Concern/<br>Risk   | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed                    | Risk rating<br>following<br>controls (1-25) |
|---|------------------------|--------------------------|--|--|----------------------|--|---|
| 23. Risk of virus spreading because the school has insufficient materials and equipment         | 4                      | 4                        | 16                                     | <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>  | Yes                  | Caretaker to check before school and during lunch time                                   | 4x3=12                                      |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>  | Yes                  | All rooms have hand sanitiser  |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Bins provided in classrooms, playground and in other designated staff work areas. All bins inside to be emptied after am and pm sessions and outdoor bins to be emptied daily.</li> </ul>   | Yes                  | Caretaker briefed on bins to be changed.   |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Bins to be double bagged and emptied</li> </ul>   | No                   | Protocol needs to be established – cleaning company and Caretaker to be met with         |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom</li> </ul>   | Yes                  | Reminders for children each day  |   |
| 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>   | Yes                  | Necessary PPE procured – staff need training on 1 <sup>st</sup> and 3 <sup>rd</sup> June | 3x2=6                                       |
|   |                        |                          |  | <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> | Yes                  | Staff need training July/September   |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Staff are reminded that the wearing of gloves is not a substitute for good handwashing</li> </ul>   | Yes                  |  |   |
| 25. Pupils forget to wash their hands regularly and frequently                                  | 4                      | 4                        | 16                                     | <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>  | Yes                  |  | 4x3=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>  | Yes                  | PSHE lessons on this weekly  |   |

| Specific Concern/<br>Risk  | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed                                | Risk rating<br>following<br>controls (1-25) |
|--|------------------------|--------------------------|--|--|----------------------|--|---|
|  |                        |                          |  | <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>  | Yes                  |  |   |
| 26. Pupils' behaviour on return to school does not comply with reduction of contact and maximising distance guidance | 3                      | 4                        | 12                                     | <ul style="list-style-type: none"> <li>Clear messaging to pupils on the importance and reasons for reduction of contact 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> | Yes                  | Reminders at the beginning of each day   | 3x3=12                                      |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Staff model reduction of contact and maximising distance consistently.</li> </ul>   | Yes                  |  |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>The movement of pupils around the school is minimised.</li> </ul>   | Yes                  | Detailed in staff handbook   |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Large gatherings are avoided. Inc assemblies</li> </ul>   | Yes                  | Staff meetings will take place in the main hall<br>Assemblies not taking place during Autumn 1       |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Break times and lunch times are structured to support reduction of contact and maximising distance and are closely supervised</li> </ul>  | Yes                  | Designated areas for each group to play.<br>Key workers have a different playtime                    |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>The school's behaviour policy has been revised 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. This has been communicated to staff, pupils and parents.</li> </ul>  | Yes                  | Added to Covid hand book and included on the school website<br><br>Parents to be reminded of changes |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Senior leaders monitor areas where there are breaches of reduction of contact and</li> </ul>  | Yes                  |  |   |

| Specific Concern/<br>Risk  | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N)  | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|--|------------------------|--------------------------|--|--|-----------------------|--|---|
|  |                        |                          |  | <ul style="list-style-type: none"> <li>maximising distance measures and arrangements are reviewed.</li> <li>Messages to parents reinforce the importance of reduction of contact and maximising distance.</li> <li>Arrangements for reduction of contact and maximising distance of younger primary school children have been agreed and staff are clear on expectations.</li> <li>Arrangements for reduction of contact and maximising distance for pupils with SEND have been agreed and staff are clear on expectations.</li> </ul>   | <br>Yes<br>Yes<br>Yes | <br><br>Risk assessments for each SEND child shared with LSAs  |   |
| <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                      | 4                        | 16                                     | <ul style="list-style-type: none"> <li>A plan for cleaning staff on return to school A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.</li> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. <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> <li>Working hours for cleaning staff are increased</li> </ul> | Yes<br>Yes<br>Yes     | Cleaning company has arranged training for staff<br><br>Cleaning company are training staff further on protocols for Covid-19. Discussion with cleaning company has taken place. SOP has been provided.<br><br>Caretakers clean touch points throughout the day.<br><br>Cleaning during lunch time to take place | 4x3=12                                      |
| 28. The use of fabric chairs may increase the risk of the virus spreading  | 3                      | 4                        | 16                                     | <ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> </ul>  | Yes                   | Removed from all communal areas and designated staff working areas.  | 3x3=12                                      |

| Specific Concern/<br>Risk   | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|---|------------------------|--------------------------|--|--|----------------------|--|---|
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>  | Yes                  | Teacher chairs only remain with fabric on  |   |
| 29. Queues for toilets and handwashing risk non-compliance reduction of contact and maximising distance measures. | 4                      | 4                        | 16                                     | <ul style="list-style-type: none"> <li>Follow DfE guidelines for number of pupils per toilet</li> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> </ul>   | Yes                  | Tape on floor outside toilets for queuing  | 4x3=12                                      |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Floor markings are in place to enable reduction of contact and maximising distance measures. social distancing.</li> </ul>  | Yes                  | Tape on floor outside toilets for queuing  |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Pupils know that they can only use the toilet one at a time.</li> </ul>   | Yes                  | Staff and pupils need to be reminded. Signs need to be in place  |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> </ul>   | Yes                  | Staff to monitor   |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>The toilets are cleaned frequently.</li> </ul>  | Yes                  | Cleaning company have confirmed that toilets will be cleaned at lunchtime and at the end of the day                        |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Monitoring ensures a constant supply of soap and paper towels</li> </ul>  | Yes                  | Caretaker to monitor   |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Bins are emptied regularly.</li> </ul>  | Yes                  | Caretaker to monitor   |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>  | Yes                  | Reminders in class by class teachers   |   |
| 30. Fire procedures are not appropriate to cover new arrangements   | 4                      | 4                        | 16                                     | <ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>Reduced numbers of pupils/staff</li> <li>Possible absence of fire marshals</li> <li>The need to apply reduction of contact and maximising distance measures during evacuation and at muster points</li> </ul> </li> </ul> | Yes                  | Fire evacuation to be reviewed and social distance meeting point established as the same location as arrival and dismissal | 4x3=12                                      |



| Specific Concern/<br>Risk   | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures  | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed                              | Risk rating<br>following<br>controls (1-25) |
|---|------------------------|--------------------------|--|---|----------------------|--|---|
|   |                        |                          |  | <ul style="list-style-type: none"> <li>to enable reduction of contact and maximising distance measures. <ul style="list-style-type: none"> <li>A possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> </ul>   |                      |  |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Staff and pupils have been briefed on any new evacuation procedures</li> </ul>   | Yes                  | To be included in Covid Staff Handbook and fire drill for whole school site during first week back |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>  | In progress          | INSET day  |   |
| 31. Fire evacuation drills - unable to apply contact and maximising distance measures effectively | 4                      | 4                        | 16                                     | <ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which are in line with reduction of contact and maximising distance measures.</li> <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 social distancing measures may not be possible during an emergency</li> </ul> | Yes                  | To be discussed on INSET   | 4x3=12                                      |
| 32. Fire marshals absent due to self-isolation  | 4                      | 4                        | 16                                     | <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>   | Yes                  | Addition fire marshal roles to be allocated on INSET day July/September                            | 4x3=12                                      |
| 33. All systems may not be operational  | 3                      | 2                        | 6                                      | <ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate. see following link: <a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a></li> <li>All systems have been recommissioned. Water systems (particularly legionella testing and controls in place)</li> </ul>  | Yes                  | Guidance used and re-opening model checked with LA   | 3x2=6                                       |
|   |                        |                          |  |   | Yes                  | Guidance used and re-opening model   |   |

| Specific Concern/<br>Risk  | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures  | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|--|------------------------|--------------------------|--|---|----------------------|--|---|
|  |                        |                          |  | Electrical and gas safety checks<br>Emergency escapes, lighting and fire detection systems<br>Security systems<br>Lifts and escalators<br>Heating<br>Ventilation systems  |                      |  |   |
| 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> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> </ul> <p>The following guidance has been followed where appropriate:<br/> <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></p> | Yes                  | Yes  |   |
|  |                        |                          |  |   | Yes                  | All water testing is up to date.   | 4x2=8                                       |
| 35. Lack of good ventilation means that there is risk of transmission  | 3                      | 3                        | 9                                      | <ul style="list-style-type: none"> <li>Ensure good ventilation in classrooms and common areas e.g. through opening a window</li> </ul>  | Yes                  |  | 2x3=6                                       |
|  |                        |                          |  | <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>  |                      |  |   |
| 36. Visitors to the site (including parents) add to the risk   | 4                      | 4                        | 16                                     | <ul style="list-style-type: none"> <li>Signage giving routes, procedures and entrances and exit to be followed.</li> <li>Limit the external visitors to the school during school hours</li> <li>Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.</li> </ul>  | Yes                  | Visitors to be escorted on the site from entrance gate   | 4x3=12                                      |
|  |                        |                          |  |   | Yes                  |  |   |
|  |                        |                          |  |   | Yes                  | Staff working in offices to sign in contractors – contractors brought to office to sign in by staff who let them onto site<br>Hand sanitiser available |   |

| Specific Concern/<br>Risk  | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed   | Risk rating<br>following<br>controls (1-25) |
|--|------------------------|--------------------------|--|--|----------------------|---|---|
|  |                        |                          |  | <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>                         | Yes                  |   |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Consider holding SEN meetings such as Annual Reviews 'virtually'</li> </ul>   | Yes                  |   |   |
| 37. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control | 4                      | 4                        | 16                                     | <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>  | Yes                  |   | 4x3=12                                      |
|  |                        |                          |  | <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>   | Yes                  | We are avoiding all visitors to our school site unless absolutely necessary for the school to open. Where possible, all work to be done remotely or in school holidays. |   |
|  |                        |                          |  | <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 social distancing is maintained at all times. reduction of contacts and maximising distance is maintained at all times</li> </ul> | Yes                  | Administrator ensure all contractors are vigilant about the health of their employees   |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Temperature checks are carried out on arrival and before entering the school building</li> </ul>  | No                   | This is not recommended in DfE guidance.  |   |

| Specific Concern/<br>Risk | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|---------------------------|------------------------|--------------------------|--|--|----------------------|--|---|
|                           |                        |                          |  |  |                      | <b>Discussed fully at GB</b>   |   |
|                           |                        |                          |  | <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>  | <b>Yes</b>           | <b>Contractors are escorted on site</b>  |   |
|                           |                        |                          |  | <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>  | <b>Yes</b>           |  |   |
|                           |                        |                          |  | <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> | <b>Yes</b>           | <b>We are avoiding all visitors to our school site unless absolutely necessary for the school to open. Where possible, all work to be done remotely or in school holidays.</b> |   |

| Specific Concern/<br>Risk   | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures  | In<br>Place<br>(Y/N)   | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|---|------------------------|--------------------------|--|---|------------------------|--|---|
| <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                      | 3                        | 9                                      | <ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> </ul>   | Yes                    | <b>Covid Handbook to be created with specific modifications included</b>   | 3x2=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. (LBB will issue guidance on this shortly)</li> </ul>  | As much as is possible | <b>To be shared with staff, parents and governors</b>  |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>   | Yes                    | <b>Ongoing – staff, pupils, parents and governors will be briefed when necessary<br/>Governors meeting in July</b>   |   |
| 39. Curriculum/Learning Environment   | 3                      | 3                        | 9                                      | <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.: <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul> <p>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,</p> | Yes                    | <b>Assemblies will not take place in Autumn 1</b><br><br><b>PE coordinator has risk assessed PE and no contact sports will take place</b><br><br><b>Music coordinator will risk assess music lessons and amend their delivery – some instruments will not be used.</b><br><br><b>Peripatetic music lessons will be delivered to no more than 15.</b> | 3x2=6                                       |

| Specific Concern/<br>Risk  | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures  | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|--|------------------------|--------------------------|--|---|----------------------|--|---|
|  |                        |                          |  | wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.  |                      | <b>Shield/screen to be considered</b><br><br><b>Face shield to be worn when necessary</b>  |   |
|  |                        |                          |  | <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>  | <b>Yes</b>           | <b>To be detailed in staff Covid Handbook</b>  |   |
| 40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health | <b>4</b>               | <b>3</b>                 | <b>12</b>                              | <ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>Staff 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> | <b>Yes</b>           | <b>Letters to parents and risk assessment on website.</b><br><b>Covid Staff Handbook delivered to staff and governors in July</b><br><b>Governing body meeting 16<sup>th</sup> July to agree Risk Assessment.</b><br><b>Children reminded about changes and safety measures every day in PHSE lessons and through displays/posters</b> | <b>3x2=6</b>                                |



| Specific Concern/<br>Risk   | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures  | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|---|------------------------|--------------------------|--|---|----------------------|--|---|
| 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 | 4                      | 4                        | 16                                     | <ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> </ul>  | Yes                  | <p>Staff are aware of how to offer support and how to access help through referrals to DSL who will refer to Early Help Team through MASH if necessary</p> <p>Staff have already been communicating with parents about wellbeing issues.</p> <p>New guidance on mental health is being followed</p> <p>SMT have met to plan PSHE lessons and strategies to support pupils</p> <p>Borough guidance has been issued to staff and governors</p> | 4 x 3 = 12                                  |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> </ul>   | Yes                  | <p>Leadership Team are the designated people</p> <p>AH- remote access who can refer to Emotional Health and Wellbeing Team for support</p>   |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).</li> </ul> | Yes                  |  |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>   | Yes                  | <p>Mindfulness activities/PSHE activities</p>  |   |



| Specific Concern/<br>Risk  | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures  | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed  | Risk rating<br>following<br>controls (1-25) |
|--|------------------------|--------------------------|--|---|----------------------|--|---|
| 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                      | 4                        | 12                                     | <ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> </ul>   | Yes                  | Staff newsletter, well-being training offered and Qwell information sent out   | 3x3=9                                       |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> </ul>  | Yes                  | Ongoing discussions between teams with team leaders and SLT<br>Also discussed at GB  |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing</li> </ul>   | Yes                  |  |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Staff briefings/training on wellbeing are provided.</li> </ul>   | Yes                  |  |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>  | Yes                  | Qwell, posters around school, well-being board in staffroom  |   |
| 44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.                              | 2                      | 3                        | 6                                      | <ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> </ul>  | Yes                  | Meetings taking place via Zoom. Next meeting 16 <sup>th</sup> July to agree Risk Assessment<br>Governors have reached out to offer additional support. | 2x2=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>                                   | Yes                  |  |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>The headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> </ul> | Yes                  | Governors receive all communication that goes out to parents and staff.  |   |
|  |                        |                          |  | <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>  | In progress          | All governors included in communication with parents and staff and   |   |

| Specific Concern/<br>Risk  | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures  | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed       | Risk rating<br>following<br>controls (1-25) |
|--|------------------------|--------------------------|--|---|----------------------|---|---|
|  |                        |                          |  |   |                      | zoom GB meetings have<br>taken place  |   |
|  |                        |                          |  | <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>  | Yes                  |   |   |
| 45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing            | 3                      | 3                        | 9                                      | <ul style="list-style-type: none"> <li>Guidance on getting test and trace has been published.</li> </ul>  | Yes                  | Testing guidance to be included in Staff Covid Handbook                     | 3x3=9                                       |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>  | Yes                  | To be explained on INSET day and included in Staff Covid Handbook           |   |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>  | Yes                  | To be explained on INSET day and included in Staff Covid Handbook           |   |
| 46. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms | 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>   | Yes                  |   | 4x3=12                                      |
|  |                        |                          |  | <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> | Yes                  | Details explained in staff handbook. Group room assigned as isolation room. |   |

| Specific Concern/<br>Risk   | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed       | Risk rating<br>following<br>controls (1-25) |
|---|------------------------|--------------------------|--|--|----------------------|---|---|
|   |                        |                          |  | <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> | Yes                  | EB to include further guidance in letter to parents                         |   |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>A record of any COVID-19 symptoms in staff or pupils is reported to the local authority and, in the case of academies, the trust or local authority.</li> </ul>   | Yes                  |   |   |
| 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 | 4                      | 4                        | 16                                     | <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>   | Yes                  | Guidance provided in every newsletter                                       | 4x3=12                                      |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>   | Yes                  | Class teachers to provide guidance to pupils in September<br>Staff handbook |   |
|   |                        |                          |  | <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>  | Yes                  |   |   |
| 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   | 4                      | 4                        | 16                                     | <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>  | Yes                  | Letter to parents and newsletters   | 4x3=12                                      |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>   | Yes                  | staff INSET July and September  |   |
|   |                        |                          |  | <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>  | Yes                  |   |   |

| Specific Concern/<br>Risk  | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed   | Risk rating<br>following<br>controls (1-25) |
|--|------------------------|--------------------------|--|--|----------------------|---|---|
| 49. Staff, parents and carers are not aware of recommendations on transport to and from school | 4                      | 4                        | 16                                     | <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> | Yes                  | <p><b>Staff who use public transport have been given the option of working from home where possible to limit use.</b></p> <p><b>Parents to be encouraged to walk/park and stride and avoid public transport</b></p> | 4x3=12                                      |