

# COVID-19: Operational Risk Assessment for full School Reopening in Sept 2020

**SCHOOL NAME:** Hasmonean High School

| Member of Staff and Job Title:                   | Date of Assessment: | Date of Review: | Covered by this assessment:                               |
|--|---------------------|-----------------|---|
| Katherine Brice, Headteachers<br>Debbie Lebrecht | 11/07/2020          |                 | Staff, pupils, parents, visitors, volunteers, contractors |

## Purpose of this document:

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

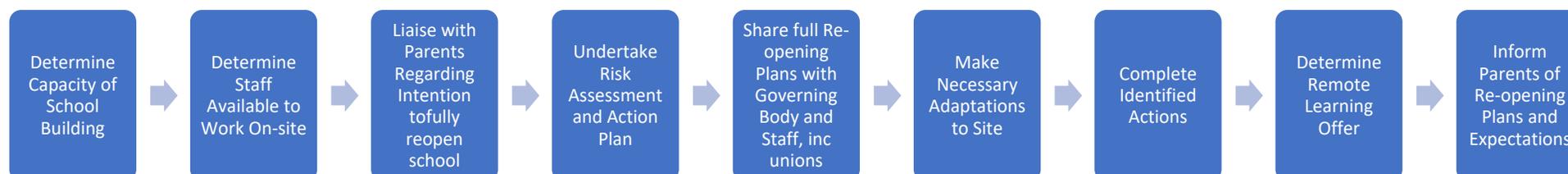
This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education:

: <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> |

## Suggested Steps of Re-opening Preparation:



## Risk matrix

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

| Specific Concern/<br>Risk  | Impact<br>score<br>(a) | Probability<br>score (b) | Current<br>Risk<br>Rating<br>(a) x (b) | Control Measures   | In Place<br>(Y/N) | Implications for opening the school<br>and further action proposed   | Risk<br>rating<br>followin<br>g<br>control<br>s (1-25) |
|--|------------------------|--------------------------|--|--|-------------------|--|--|
| <b>A. Staffing Resources</b>   |                        |                          |  |  |                   |  |  |
| 1. Risk that there are<br>Insufficient staff to<br>support all the pupils<br>to be in school | 3                      | 4                        | 12                                     | <ul style="list-style-type: none"> <li>Audit staff availability</li> </ul>   | Y                 | Audit complete. Instruct all staff to inform us immediately of any sickness and arrange for them to be tested  | 6  |
|  |                        |                          |  | <ul style="list-style-type: none"> <li>Establish how many and which staff will be available, through RAG rating (extremely critically vulnerable staff/those fit for work)</li> <li>Carry out individual Staff Risk Assessments</li> </ul>                                       | Y                 | Audit complete, individual risk assessments undertaken for those in the extremely critically vulnerable group and special arrangements made              |  |
|  |                        |                          |  | <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 when not on the premises</li> </ul> | Y                 | If the number of available staff falls below safe levels, a home schooling model will be reverted to for some or all year groups using Google 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 Place<br>(Y/N) | Implications for opening the school<br>and further action proposed  | Risk<br>rating<br>followin<br>g<br>control<br>s (1-25) |
|---|------------------------|--------------------------|--|---|-------------------|---|--|
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Ensure flexible and responsive use of teaching assistants</li> </ul>   | Y                 | TAs are being used to support those with plans to enable effective learning to take place. SENDCO receiving advice from Barnet  |  |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Ensure there are sufficient support staff available to support those pupils who need a high level of support, including those with SEND whilst minimising changes in contact. Some pupils, for example those with Autism will need to be supported by the same adults, where possible</li> </ul> | Y                 | SENDCO is deploying his team to provide support to the most needy as effectively as possible bearing in mind the need for maximising distancing   |  |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Full use is made of test and trace to inform staff deployment ie ensure staff are able to attend work and should not be self isolating due to test and trace</li> </ul>  | Y                 | Staff members who develop any symptoms will immediately be sent to get a test and will have to self-isolate until the results come through. A negative result will lead to a return to school |  |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Ensure there is adequate delegation of roles to deliver on site learning (for those attending school) and home learning (for those who are learning at home)</li> </ul>  | Y                 | Work on Google classroom will be available to those who are at home. If a bubble is sent home, their lessons will be delivered online   |  |
| 2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning | 3                      | 3                        | 9                                      | <ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> </ul>  | Y                 | Staff instructed to inform their line manager and the headteacher of any sickness   | 6  |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Full use is made of all qualified teachers.</li> </ul>   | Y                 |   |  |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> </ul>   | Y                 |   |  |
|   |                        |                          |  | <ul style="list-style-type: none"> <li>Full use is made of test and trace to inform staff deployment. ie ensure staff are able to attend work and should not be self isolating due to test and trace</li> </ul>   | Y                 | Staff members who develop any symptoms will immediately be sent to get a test and will have to self-isolate until the results come  |  |

| Specific Concern/<br>Risk  | Impact score (a) | Probability score (b) | Current Risk Rating (a) x (b) | Control Measures  | In Place (Y/N) | Implications for opening the school and further action proposed   | Risk rating following controls (1-25) |
|--|------------------|-----------------------|-------------------------------|---|----------------|---|---------------------------------------|
|  |                  |                       |                               |   |                | through. A negative result will lead to a return to school  |                                       |
|  |                  |                       |                               | 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.  | Y              | All year groups expected in school unless there is illness within the cohort necessitating sending student bubbles home. In this case, lessons will be delivered remotely |                                       |
|  |                  |                       |                               | <ul style="list-style-type: none"> <li>Where possible, ensure pupils with SEND are prioritised to be in school</li> </ul>   | Y              | All students expected to be in. For SEND students who have to shield, they will be contacted regularly and have teaching sessions remotely                                |                                       |
| 3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees. | 3                | 3                     | 9                             | <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>  |                | Most cover teachers have existing relationship with the school. They will be used first.  | 6                                     |
|  |                  |                       |                               | <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>  |                | Visiting staff will be given full induction on bubbles and other protective measures in place   |                                       |
|  |                  |                       |                               | <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>  |                | All visitors will be expected to confirm that they have no symptoms and will be asked to leave a contact phone number in case we need to track and trace                  |                                       |
|  |                  |                       |                               | <ul style="list-style-type: none"> <li>Negotiate the deployment of ITT trainees with their provider to ensure that their training needs are met but contact and distance requirements are adhered to.</li> </ul>                              |                | Only long term ITT trainees have been accepted  |                                       |
| 4. Risk of infection of <b>extremely clinically vulnerable</b> members of the household of a member of staff.              | 4                | 3                     | 12                            | <ul style="list-style-type: none"> <li>Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible</li> </ul> | Y              | Teaching will only be allowed if sufficient control measures can be put in place. Adjustments may need to be made to department timetables                                | 4                                     |

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| 5. Risk of not covering essential functions (first-aid, DSL, SENCo).  | 3 | 2 | 6 | <ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>  | Y | There are sufficient staff with expertise to cover if a staff member is ill.   | 3 |
|   |   |   |   | <ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>  | Y | Support available from Boys/ Girls school if needed  |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>Ensure First Aid certificates are up to date</li> </ul>   | Y | Lulu Oskis will ensure that sufficient staff are trained in First Aid. A list of these is kept in Reception  |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>Follow Covid19-First responders guidance and Public health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals.</li> </ul>  | Y | PPE in First Aid room. Guidance placed in room and instructions given to the medical officer   |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>  | Y | Safeguarding updates regularly issued to all staff, amendments have been made to the policy to take account of remote teaching/ learning. Further updates will be given at the start of term |   |
| 6. Risks to health and safety because staff are not trained in new procedures.  | 3 | 3 | 6 | <ul style="list-style-type: none"> <li>A revised staff handbook is issued to all staff prior to reopening.</li> </ul>  | Y | Addendum to staff handbook to be emailed to all staff. Staff provided with regular briefing updates about the changed situation  | 3 |
|   |   |   |   | <ul style="list-style-type: none"> <li>Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> <li>Infection control</li> <li>Fire safety and evacuation procedures</li> <li>Constructive behaviour management</li> <li>Safeguarding</li> <li>Risk management</li> </ul> </li> </ul> | Y | This will be part of Inset at the start of term  |   |
| 7. Risk that staff with underlying health issues or those who are shielding are not identified and so measures have not | 4 | 2 | 8 | <ul style="list-style-type: none"> <li>An individual risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to reduce the number of different contacts and keep a safe distance, and they must not be employed in any role where high-</li> </ul>                                  | Y | All staff have completed survey. Decisions about the deployment of individuals will take account of their circumstances  | 4 |

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| been put in place to protect them.                             |   |   |   | risk activities may be carried out, for example personal care.  |   |  |   |
|  |   |   |   | <ul style="list-style-type: none"> <li>All members of staff with underlying health issues have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated</li> </ul> | Y | Audit completed  |   |
|  |   |   |   | <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>  | Y | Medical advice will be followed  |   |
|  |   |   |   | <ul style="list-style-type: none"> <li>Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable</li> </ul>   | Y | Guidance regarding the different categories has been issued and a survey sent out to identify who is clinically vulnerable/ clinically extremely vulnerable/ who is living with somebody in these groups. It also asked staff to add detail about their particular circumstances to enable us to ascertain who can/cannot not return to work in school and what support could be given to those in difficult circumstances |   |
|  |   |   |   | <ul style="list-style-type: none"> <li>All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance.</li> </ul>   | Y |  |   |
|  |   |   |   | <ul style="list-style-type: none"> <li>Current government guidance is being applied.</li> </ul>   | Y |  |   |
| <b>B. Teaching Spaces, the Learning and School Environment</b> |   |   |   |   |   |  |   |
| 8. Risk of transmission within the school building             | 3 | 2 | 6 | <ul style="list-style-type: none"> <li>Audit accommodation in order to establish how many class groups and or year groups (no size restrictions) can be accommodated.</li> </ul>  | Y | The number of pupils allowed back into school will not be allowed to exceed current guidance on social distancing. All rooms have been measured  | 3 |

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|  |  |  |  |  |   | to ensure that there is sufficient space for the number of students<br>Rooms are being allocated to different groups on the basis of their size to ensure sufficient distancing can take place<br>Students being split into bubbles (7-8/9-10/11/12-13) and situated in different areas of the buildings to minimise mixing of students      |
|  |  |  |  | <ul style="list-style-type: none"> <li>• Take account of the unique needs of individual pupils, including those with SEN.</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>   | Y | Before any student with EHCP returns, all needs will be assessed and parents spoken to.  |
|  |  |  |  | <ul style="list-style-type: none"> <li>• Classes/ spaces remodelled to allow for adults to maintain a distance (ideally 2 metres) from pupils and other adults</li> </ul>  | Y | Desks will be arranged according to the guidance on social distancing. They will all face the front. There will be a distance of 2 metres from the teacher with 'corridors' created in classrooms when necessary in order to create the 2m distance. Where this is not possible eg in Science Labs, a Perspex screen will shield the teacher |
|  |  |  |  | <ul style="list-style-type: none"> <li>• Reducing the amount of face to face interactions by arranging desks front facing</li> </ul>   | Y | The layout of classrooms has been altered so all pupils face the front   |
|  |  |  |  | <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 reduction of contacts and maximising distance or for those who need close contact care, education and care support should be provided as normal</li> </ul> | Y | All students will be given an induction process in September explaining the new rules and the idea of bubbles. Posters up around school and distances measured out in Hall   |

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|  |   |     |     | <ul style="list-style-type: none"> <li>• Clear signage displayed in classrooms promoting reduction of contacts and maximising distance</li> </ul>   | Y | Posters in each classroom and in common areas  |   |
|  |   |     |     | <ul style="list-style-type: none"> <li>• Pupils remain, subject allowing, in their designated learning space</li> </ul>   | Y | Pupils will be taught as much as possible in their own hubs/bubbles and staff will move to them. Different areas of the school have been designated for different bubbles. Staff will maintain distancing from pupils as much as possible  |   |
|  |   |     |     | <ul style="list-style-type: none"> <li>• All staff should avoid face to face contact with pupils where possible. Clearly this may not be possible in certain situations e.g. supporting a child with SEN so implementing the appropriate System of Controls is extremely important.</li> </ul>  |   |  |   |
| 9 Risk of transmission in large spaces used as classrooms/ teaching spaces | 3 | 2   | 6   | <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 contact.</li> <li>• Class/year group 'bubbles' must not have contact with each other, this includes breaks, lunchtime. Pupils should be encouraged to practice reduction of contacts and maximising distance at all times.</li> </ul> | Y | Break and lunchtimes will be staggered to reduce the number in the Hall to no more than one bubble. No food will be served at break to reduce the need for pupils to access the Hall. Other spaces will be used only when there is sufficient space to allow for proper distancing | 3 |
|  |   |     |     | <ul style="list-style-type: none"> <li>• Large gatherings of more than one bubble should be avoided</li> </ul>  | Y |  |   |
|  |   |     |     | <ul style="list-style-type: none"> <li>• Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups//bubbles apart</li> </ul>  | Y | Staggered start and finish times for different bubbles. Rooms kept as much as possible for one bubble. One way system in place to reduce likelihood of contact between bubbles. Cleaning arranged when rooms are shared across more than one bubble.                               |   |
| 10. Risks of transmission during use of the outdoor                        | 3 | N/A | N/A | <ul style="list-style-type: none"> <li>•</li> </ul>   |   |  |   |
|  |   |     |     | <ul style="list-style-type: none"> <li>• Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>   | Y | Hand sanitiser station outside, students to be directed to wash hands when they enter the  |   |

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| learning environment for young children                     |   |   |   |   |   | building, make use of extra staff to enforce this   |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>   | Y |   |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>Outside spaces are used by one bubble at a time or space is divided with clear demarcations. Limit interaction, sharing of rooms and social spaces between groups as much as possible</li> </ul> | Y | Staggered breaks and lunchtimes   |   |
| 11. Risk of staff having to move between groups             | 4 | 2 | 8 | For Secondary   | Y | Rooms remodelled to allow staff to keep 2 metre distance, or a screen protects them from pupils. Pupils remain in class as much as possible to reduce contact in corridors                                  | 4 |
|   |   |   |   | <ul style="list-style-type: none"> <li>Where staff have to move between bubbles to deliver the school timetable they should maintain a 2-metre distance from pupils and colleagues</li> </ul>   |   |   |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>Arrange for corridors to be one-way where possible</li> </ul>  | Y | One way system implemented  |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>Clear signage and markers for the youngest children</li> </ul>   | Y |   |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>Corridors are divided where feasible</li> </ul>  | N | Not feasible  |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible</li> </ul>   | Y | These have been minimised as much as possible   |   |
| 12. Risks of transmission due to movement around the school |   |   |   | <ul style="list-style-type: none"> <li>Movement of pupils and staff around the school is minimised</li> </ul>   | Y | Year groups taught in their hubs as much as possible. 6 <sup>th</sup> form will only come in for their lessons, staggered start and finish times will reduce the numbers in the corridors at any one point. |   |
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|  |   |   |    | <ul style="list-style-type: none"> <li>Pupils are reminded regularly of protocols for reduction of contacts and maximising distance</li> </ul>   | Y   | Daily verbal reminders.<br>Posters and signage in place               |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Appropriate duty rota and levels of supervision in place reducing contact and maximising distance</li> </ul>  | Y   | Extra supervisors being hired to help maintain distancing             |   |
| 13. Risk of transmission due to number of people near entrances and exits at the start and end of the school day | 4 | 3 | 12 | <ul style="list-style-type: none"> <li>Start and departure times are staggered where possible</li> </ul>   | Y   |   | 8 |
|  |   |   |    | <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>   |     | Survey sent out to gauge need for this. Only minimal provision needed |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Stagger time for SEN Transport drop offs and pick ups</li> </ul>  | N/A |   |   |
|  |   |   |    | <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>  | N   | Only one entrance   |   |
|  |   |   |    | <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>   | Y   | Increased staff presence on gate duty.                                |   |
|  |   |   |    | <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 undertaking of the procedures in order to keep everyone safe. Do not allow gathering at the school gates to talk to other parents</li> </ul> | Y   | Parents only allowed on site by prior arrangement                     |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Identify drop off and pick up waiting areas that can reduce contacts and maximise distance</li> </ul>   | N/A |   |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>   | Y   | Staggered starts will reduce numbers at any one time                  |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes</li> </ul>   | Y   |   |   |

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|  |   |   |    | <ul style="list-style-type: none"> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating</li> </ul>  | Y   | Staggered start and finish times for bubbles<br>Separate areas used in school                         |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>• Floor markings visible to all to avoid queuing</li> </ul>  | Y   | Where necessary   |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>• Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>   | Y   | Letter to parents emphasising the need to walk/cycle to school whenever possible                      |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>• Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage</li> </ul>  | Y   | Reminder to parents in letter   |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>• Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space</li> </ul>  | N/A | Not possible outside the school   |   |
| 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 | 1 | 3  | <ul style="list-style-type: none"> <li>• Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>  | Y   | Will remind parents but not seen as a risk in our school arrangements                                 | 3 |
|  |   |   |    | <ul style="list-style-type: none"> <li>• For those that have to drive, advice on places they should and should not pick up, drop off and park</li> <li>• Identify Sixth Form pupils that drive themselves to school/college, identify parking area/protocols</li> </ul> | Y   | A reminder will be sent out<br>Sixth formers not allowed to park onsite, must use surrounding streets |   |
| 15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes  | 3 | 4 | 12 | <ul style="list-style-type: none"> <li>• Break and lunch times are staggered</li> </ul>   | Y   |   | 9 |
|  |   |   |    | <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>   | Y   | All bubbles to have their own separate times for break/ lunch   |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>• Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every break time</li> </ul>  | Y   | Teachers to remind students and staff on duty to supervise.   |   |
|  |   |   |    | <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>  | Y   | Extra break and lunchtime supervisors hired to help   |   |
| 16. Risk of transmission because pupils do not observe   | 3 | 4 | 12 | <ul style="list-style-type: none"> <li>• Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime</li> </ul>   | Y   | Staff members to ensure that this occurs  | 9 |

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| agreed protocols of reduction of contacts and maximising distance at lunchtime                                       |   |   |    | <ul style="list-style-type: none"> <li>Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area</li> </ul>  | Y | Staff members to ensure that this occurs   |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Dining room areas and other spaces are configured to ensure the reduction of contacts and maximising distance measure are in place when the children eat. Where possible children will be front facing and facing the same direction i.e. not face to face</li> </ul> | Y | Relatively small numbers in the hall at any one time allowing for only one side of a table to be used  |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Floor markings are clear to avoid queues</li> </ul>   | Y | Restricted numbers will reduce queue size  |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces</li> </ul>  | Y | No hot food  |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food</li> </ul>  | Y | Staff will supervise to ensure that food is not shared.  |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>  | Y | All tables cleaned between bubbles   |   |
| 17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines | 4 | 3 | 12 | <ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for the reduction of contacts and maximising distance</li> </ul>  | Y | All staffrooms reviewed and numbers using them reduced to allow for maximising distance. Other areas have been brought into use as staff working areas | 4 |
|  |   |   |    | <ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>  | Y | Addendum to staff handbook and information provided during Briefings   |   |
| 18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures         | 3 | 4 | 12 | <ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance provision are in place for medical rooms</li> </ul>   | Y | Medical room is small so can only be used for one child at a time. If necessary, another student can be placed in an office in the pastoral corridor   | 9 |
|  |   |   |    | <ul style="list-style-type: none"> <li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> </ul>   | Y | Additional rooms available in pastoral corridor (Boys) and by main offices (Girls)   |   |

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|  |   |   |    | <ul style="list-style-type: none"> <li>• PPE available if staff dealing with pupil with symptoms</li> </ul>  | Y | Available for Mrs Palmer/ Mrs Fine  |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>• Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas</li> </ul>   | Y | Site manager will organise if this is necessary   |   |
| 19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines   | 3 | 2 | 6  | <ul style="list-style-type: none"> <li>• Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school</li> </ul> | Y | No parents are allowed on site without an appointment   | 3 |
|  |   |   |    | <ul style="list-style-type: none"> <li>• The maximising distance floor markings are clearly in place</li> </ul>  | Y |   |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>• Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty</li> </ul>                        | Y |   |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>• Non-essential visitors to school and deliveries are minimised</li> </ul>  | Y | Visitors only allowed by appointment  |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>• Arrangements are in place for visitors to stay apart</li> </ul>   | Y | Visitors by appointment only and minimised as much as possible  |   |
| <b>C. Hygiene and protective controls</b>  |   |   |    |  |   |   |   |
| 20. Risk that reducing contacts and maximising distancing between pupils and between staff and pupils is difficult or impossible to maintain, leading to a risk of transmission. | 3 | 4 | 12 | <ul style="list-style-type: none"> <li>• Ensure frequent hand cleaning and good respiratory hygiene practices</li> </ul>   | Y | Handwashing/ hand sanitising on arrival and regularly through the day, before and after break times, before leaving and after sneezing/coughing.<br>Catch it, bin it, kill it procedure in place.<br>Windows open to provide increased ventilation. | 6 |
|  |   |   |    | <ul style="list-style-type: none"> <li>• Regular cleaning</li> </ul>   | Y | Increased cleaning regime using products with high alcohol content to eliminate virus more effectively  |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>• Minimise contact and mixing (see above)</li> </ul>  | Y | Bubbles will not mix at any time during the day.<br>Contact reduced as far as possible  |   |

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|   |   |   |    | <ul style="list-style-type: none"> <li>See sections above re start and end of day arrangements, playtimes and break times</li> </ul>  | Y | As above   |    |
| 21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear. | 4 | 4 | 16 | <ul style="list-style-type: none"> <li>Testing of staff or pupils – if school has home testing kits – give to any symptomatic staff or pupil when they are sent home, if not, ensure the staff/parents/pupils know the process to get tested</li> </ul>   | Y | As advised by medical professionals  | 12 |
|   |   |   |    | <ul style="list-style-type: none"> <li>Ensure that pupils, staff and other adults do not come into the school if they have <b>coronavirus(COVID-19)</b> symptoms, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home</li> </ul>   | Y | Clear advice given to parents that they must not send a child into school with any symptoms. Staff reminded of this in staff meeting   |    |
|   |   |   |    | <ul style="list-style-type: none"> <li>Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>   | Y | All parents advised to keep students at home if unwell. Protocols in place if students feel unwell during the day (sent to Mrs Palmer or Mrs Fine, isolated and sent home)   |    |
|   |   |   |    | <ul style="list-style-type: none"> <li>PPE on hand.</li> </ul>  | Y |  |    |
|   |   |   |    | <ul style="list-style-type: none"> <li>Active engagement with NHS Test and Trace</li> </ul>   | Y |  |    |
| 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>  | Y | Students to bring their own equipment as much as possible. Equipment to be cleaned between use and left for 48-72 hours to ensure virus is not present   | 8  |
|   |   |   |    | <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> | Y | Site manager overseeing regular cleaning throughout the day, especially between bubbles<br>Antiseptic wipes available for every teacher for them to use when necessary<br>Teachers to wipe down their desk when they leave a classroom |    |

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|   |   |   |   | <ul style="list-style-type: none"> <li>When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.</li> </ul>  | Y | Extra products have been ordered to ensure that there is ample supply   |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.</li> </ul>   | Y | Students to bring in their own laptops.<br>Staff to ideally not share computers; if they do, staff will clean the computer first      |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom.</li> </ul>   | Y | Pupils encouraged to bring their own as much as possible.<br>Cleaning of other equipment between users                                |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books</li> </ul>  | Y | Sanitiser available for all staff offices   |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations.</li> </ul>          | Y | Have hand sanitisers in each classroom. Cleaning protocol to check levels of hand sanitiser each day. Staff to use individual laptops |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this</li> </ul> | Y | Uniform can be machine washed   |   |
| 23. Risk of virus spreading because the school has insufficient materials and equipment | 4 | 2 | 8 | <ul style="list-style-type: none"> <li>Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms</li> </ul>  | Y | Check soap levels each day  | 4 |
|   |   |   |   | <ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>  | Y | Wipes to be available in each classroom for students to wipe down their desk before and after use                                     |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,</li> </ul>  | Y | All classrooms to have bins with lids   |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>Bins to be double bagged and emptied</li> </ul>   | Y |   |   |

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|   |   |   |    | <ul style="list-style-type: none"> <li>Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom</li> </ul>  | Y | Have boxes of tissues in each classroom, teachers/ tutors to report when they are running out   |   |
| 24. Provision and use of PPE for staff where required is not in line with government guidelines                       | 3 | 2 | 6  | <ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> </ul>  | Y | Leaflet provided for first aider on use of PPE  | 3 |
|   |   |   |    | <ul style="list-style-type: none"> <li>Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely</li> </ul>  | Y | Training will be needed for cleaners and some members of SSU before wider reopening   |   |
|   |   |   |    | <ul style="list-style-type: none"> <li>Staff are reminded that the wearing of gloves is not a substitute for good handwashing</li> </ul>  | Y | Gloves will, generally, only be worn when cleaning or administering care and when not socially distanced. Gloves will be available for staff who prefer to wear them. |   |
| 25. Pupils forget to wash their hands regularly and frequently  | 4 | 3 | 12 | <ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> </ul>   | Y | Staff to remind students regularly.   | 8 |
|   |   |   |    | <ul style="list-style-type: none"> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.</li> </ul>   | Y | Posters up and electronic boards will be used once they are in operation  |   |
|   |   |   |    | <ul style="list-style-type: none"> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>   | Y | Headteacher will check this daily through discussion with staff and students  |   |
| 26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance | 3 | 4 | 12 | <ul style="list-style-type: none"> <li>Clear messaging to pupils on the importance and reasons for reducing contacts and maximising distance is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling</li> </ul> | Y | Pupils need very frequent reminders about this. Therefore keeping them in small, discrete groups is the best mitigation factor  | 9 |

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|  |   |   |   | <ul style="list-style-type: none"> <li>• Staff model reducing contacts and maximising distance consistently.</li> </ul>   | Y   | Regular reminders given to staff   |   |
|  |   |   |   | <ul style="list-style-type: none"> <li>• The movement of pupils around the school is minimised.</li> </ul>  | Y   | Limited movement around school   |   |
|  |   |   |   | <ul style="list-style-type: none"> <li>• Large gatherings are avoided inc Assemblies</li> </ul>   | Y   | No whole school assemblies, may have some year group assemblies which can be held in socially distanced way          |   |
|  |   |   |   | <ul style="list-style-type: none"> <li>• Break times and lunch times are structured to support the reduction of contacts and maximising distance and are closely supervised</li> </ul>  | Y   | See above  |   |
|  |   |   |   | <ul style="list-style-type: none"> <li>• The school's behaviour policy has been revised and sets out 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 the school and new hygiene rules.</li> </ul> | Y   | Behaviour addendum on website and explained to staff, students and parents   |   |
|  |   |   |   | <ul style="list-style-type: none"> <li>• Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed.</li> </ul>  | Y   | Headteacher to do this daily with SLT at end of day for first few weeks to ensure compliance and discuss at briefing |   |
|  |   |   |   | <ul style="list-style-type: none"> <li>• Messages to parents reinforce the importance of reduction of contacts and maximising distance.</li> </ul>  | Y   | Letters/enews  |   |
|  |   |   |   | <ul style="list-style-type: none"> <li>• Arrangements for younger primary school children have been agreed and staff are clear on expectations.</li> </ul>  | N/A |  |   |
|  |   |   |   | <ul style="list-style-type: none"> <li>• Arrangements for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>  | Y   | Dr Passe leading on this and liaising with Barnet. SSU staff will attempt to socially distance as much as possible   |   |
| <b>D. Premises and Buildings</b>                         |   |   |   |   |     |  |   |
| 27. Risk that regular enhanced cleaning capacity is at a | 4 | 1 | 4 | <ul style="list-style-type: none"> <li>• A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening.</li> </ul>   | Y   | All parts of the building have been deep cleaned prior to opening. Cleaning plan is in                               | 4 |

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| 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 |   |   |    |  |   | place and is overseen by site manager   |   |
|   |   |   |    | <ul style="list-style-type: none"> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include: <ul style="list-style-type: none"> <li>More frequent cleaning of rooms shared areas that are used by different groups</li> <li>Frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach</li> <li>The regular cleaning of toilets</li> </ul> </li> </ul> | Y | Deep clean on a Friday in addition to daily cleaning and cleaning after sessions/between the use of the rooms by different bubbles. Additional cleaning staff deployed. |   |
|   |   |   |    | <ul style="list-style-type: none"> <li>Working hours for cleaning staff are increased</li> </ul>   | Y | More cleaning capacity deployed   |   |
| 28. The use of fabric chairs may increase the risk of the virus spreading   | 3 | 2 | 6  | <ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> </ul>  | Y | Most chairs are not fabric, but they cannot all be removed – see next point   | 6 |
|   |   |   |    | <ul style="list-style-type: none"> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>  | Y | Chairs will only be used by a single person and will be cleaned regularly   |   |
| 29. Queues for toilets and handwashing risk non-compliance reduction of contacts and maximising distance measures   | 4 | 3 | 12 | <ul style="list-style-type: none"> <li>Follow DFE guidelines for number of pupils per toilet</li> </ul>  | Y | Additional toilets being installed at the Boys' site.   | 8 |
|   |   |   |    | <ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> </ul>  | Y | Designated toilets for each bubble/floor markings needed  |   |
|   |   |   |    | <ul style="list-style-type: none"> <li>Floor markings are in place to enable reduction of contacts and maximising distance</li> </ul>  | Y | See above   |   |
|   |   |   |    | <ul style="list-style-type: none"> <li>Pupils know that they can only use the toilet one at a time.</li> </ul>   | Y |   |   |
|   |   |   |    | <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>   | Y |   |   |
|   |   |   |    | <ul style="list-style-type: none"> <li>The toilets are cleaned frequently.</li> </ul>  | Y | More cleaners deployed  |   |
|   |   |   |    | <ul style="list-style-type: none"> <li>Monitoring ensures a constant supply of soap and paper towels</li> </ul>  | Y | See above/ cleaning plan  |   |

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|  |   |   |   | <ul style="list-style-type: none"> <li>• Bins are emptied regularly.</li> </ul>   | Y   | See above   |   |
|  |   |   |   | <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>   | Y   | See above   |   |
| 30. Fire procedures are not appropriate to cover new arrangements  | 4 | 1 | 4 | <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 contacts and maximising distance rules during evacuation and at muster points</li> <li>○ A possible need for additional muster point(s) to enable reduction of contacts and maximising distance where possible</li> </ul> </li> </ul> | Y   | Procedures remain the same but with social distancing in place in playground  | 4 |
|  |   |   |   | <ul style="list-style-type: none"> <li>• Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities)</li> </ul>  | N/A | No changes needed   |   |
|  |   |   |   | <ul style="list-style-type: none"> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>  | Y   |   |   |
| 31. Fire evacuation drills - unable to apply reduction of contacts and maximising procedures effectively | 4 | 1 | 4 | <ul style="list-style-type: none"> <li>• Plans for fire evacuation drills are in place which are in line with reduction of contacts and maximising distance measures e.g. bubble muster points</li> </ul>   | Y   | Access route for students and staff with mobility issues is in place as usual | 4 |
|  |   |   |   | <ul style="list-style-type: none"> <li>• Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.</li> </ul>   | Y   |   |   |
|  |   |   |   | <ul style="list-style-type: none"> <li>• Consider access route for teachers and pupils with mobility issues, as reduction of contacts and maximising distance measures may not be possible during an emergency</li> </ul>   |     |   |   |
| 32. Fire marshals absent due to self-isolation   | 4 | 2 | 8 | <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>   | N/A | We have sufficient fire marshals on site                                      | 4 |
| 33. All systems may not be operational   | 3 | 1 | 3 | <ul style="list-style-type: none"> <li>• Government guidance is being implemented where appropriate. See following link</li> </ul>  | Y   |   | 3 |

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|  |   |   |   | <ul style="list-style-type: none"> <li><a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a></li> </ul>   |   |  |   |
|  |   |   |   | <ul style="list-style-type: none"> <li>All systems have been recommissioned including:<br/>Water systems (particularly legionella testing and controls in place)<br/>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</li> </ul>   | Y | These checks have all been carried out by the Site Manager       |   |
| 34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown | 4 | 1 | 4 | <ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> </ul>   | Y | All checked and compliant. Site manager has all of the paperwork |   |
|  |   |   |   | <ul style="list-style-type: none"> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>The following guidance has been followed where appropriate:<br/><a href="https://www.hse.gov.uk/coronavirus/legionellarisks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionellarisks-during-coronavirus-outbreak.htm</a></li> </ul> | Y | Site manager has overseen this. Water systems have been checked  | 4 |
| 35. Lack of good ventilation means that there is a risk of transmission  |   |   |   | <ul style="list-style-type: none"> <li>Ensure good ventilation in classrooms and common areas e.g. through opening a window</li> <li>Follow guidance in the following link:<br/><a href="#">air conditioning and ventilation during the coronavirus outbreak</a></li> </ul>   | Y | Staff members to open additional windows when necessary.         | 4 |

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| 36. Visitors to the site (including parents) add to the risk  | 4 | 2 | 8 | <ul style="list-style-type: none"> <li>• Signage giving routes, procedures and entrances and exits to be followed.</li> </ul>  |     |  |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>• Limit the external visitors to the school during school hours</li> </ul>  | Y   | Only essential deliveries or visitors to be allowed  |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>• Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.</li> </ul>  | Y   | Consider use of individual pens  |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>• Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable)</li> </ul> | Y   | Parent evenings to be held remotely  |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>• Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually'</li> </ul>   | Y   | Safeguarding meetings and SEN reviews to be held via zoom or alternative   |   |
| 37. Contractors on-site whilst school is in operation may pose a to reduction of contacts and maximising distance and infection control | 4 | 1 | 4 | <ul style="list-style-type: none"> <li>• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> </ul>  | Y   | Site manager overseeing this   | 4 |
|   |   |   |   | <ul style="list-style-type: none"> <li>• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe</li> </ul>   | Y   | Site manager and Headteacher have ongoing discussions  |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>• Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective reduction of contacts and maximising distance is maintained at all times.</li> </ul>                      | Y   | No contractors on site unless urgent. Assurances will be sought before entry.  |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>• Temperature checks are carried out on arrival and before entering the school building</li> </ul>  | N/A | Not required at the moment according to government guidance  |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>• Alternative arrangements have been considered such as using a different entrance and exit for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> </ul>  | Y   | Contractors are not allowed near the bubbles. If needed, entrance will be via reception which is generally separate from the bubbles |   |

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|   |          |   |   | <ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> </ul>  | Y | Contractors will be informed of this  |          |
|   |          |   |   | <ul style="list-style-type: none"> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>   | Y | Site manager to oversee this  |          |
| <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 | <b>3</b> | 2 | 6 | <ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on the system of controls; protective measures regarding COVID-19 and its implications for the school.</li> <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> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>   | Y | All policies have an addendum where needed  | <b>3</b> |
|   |          |   |   |  | Y |   |          |
|   |          |   |   |  | Y | Information sent to staff, students, parents and governors  |          |
| 39. Curriculum/Learning Environment   | <b>3</b> | 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 are 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</li> </ul> </li> </ul> | Y | PE, Music and Practical lessons to be carried out according to guidance.<br>Music lessons which take place in large groups will not involve the playing of instruments. | <b>6</b> |

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|  |   |   |   | <p>scrupulous attention to cleaning and hygiene</p> <ul style="list-style-type: none"> <li>- In Music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles or school assemblies.</li> </ul>   |   |   |   |
|  |   |   |   | <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>  |   |   |   |
| 40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health | 4 | 2 | 8 | <ul style="list-style-type: none"> <li>• Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>○ Staff</li> <li>○ Pupils</li> <li>○ Parents</li> <li>○ Governors/Trustees</li> <li>○ Local authority</li> <li>○ Health services</li> <li>○ Regional Schools Commissioner</li> <li>○ Professional associations</li> <li>○ Other partners</li> <li>○ Neighbouring schools/EY settings</li> <li>○ Highways department</li> </ul> </li> </ul> | Y | All necessary key stakeholders are informed about procedures.               | 4 |
|  |   |   |   | <ul style="list-style-type: none"> <li>• Parents are communicated with to make sure they know: <ul style="list-style-type: none"> <li>○ whether their child will be able to attend from 2<sup>nd</sup> Sept</li> </ul> </li> </ul>  | Y | Parents will receive a letter with this information before the end of term. |   |

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|  |   |   |    | <ul style="list-style-type: none"> <li>○ what protective steps you're taking to make the school a low-risk place for their child</li> <li>○ what you need them to do (such as on drop off and collection)</li> <li>• For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan</li> </ul> |   |   |    |
| 41. Pupils who are unable to attend school because they are complying with clinical and/or public health advice are not receiving access to remote education | 4 | 2 | 8  | • School is aware of current guidelines for shielding   | Y |   | 4  |
|  |   |   |    | • Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis  | Y | Letter sent to parents/enews  |    |
|  |   |   |    | • Parents have been asked to make the school aware of pupils' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.  | Y | This will go out in information letter to parents when wider opening is notified  |    |
|  |   |   |    | • The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.   | Y |   |    |
|  |   |   |    | • Schools have a regularly updated register of pupils with underlying health conditions.  | Y | Register updated regularly by Mrs Palmer/Mrs Fine   |    |
|  |   |   |    | • Staff are available to ensure pupils at home continue to be provided with remote education  | Y | This will be provided, should there be a need. The robust introduction of blended learning in school over the next few months will help to ensure that these students receive remote education easily |    |
| 42. Pupils' mental health has been adversely affected during the period that the school has been closed and by the   | 2 | 6 | 12 | • There are sufficient numbers of trained staff available to support pupils with mental health issues.  | Y | Pastoral team available for September start   | 10 |
|  |   |   |    | • There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.   | Y | Wellbeing practitioners and counsellors available   |    |

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| COVID-19 crisis in general   |   |   |    | <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>                     | Y | Discussed regularly and will continue to be discussed  |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>   | Y |  |   |
| 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>   | Y | Members of staff who are anxious should be reassured by rigorous risk assessment. All concerns taken seriously | 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>  | Y | Regular discussions and updates with staff.  |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing</li> </ul>   | Y | See above  |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Staff briefings/training on wellbeing are provided.</li> </ul>   | Y | See above  |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>  | Y | Yes – but will be reminded again   |   |
| 44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.                              | 2 | 2 | 4  | <ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> </ul>  | Y | LGB and Trust Board meetings taking place via online platforms   | 2 |
|  |   |   |    | <ul style="list-style-type: none"> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> </ul>                                   | Y | Clerk oversees agenda and ensures that this takes place  |   |
|  |   |   |    | <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> | Y | See Headteacher's report to LGB  |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> </ul>  | Y | Headteacher updates Chair of Governors regularly   |   |

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|  |   |   |    | <ul style="list-style-type: none"> <li>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</li> </ul>   | Y |   |   |
| 45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing            | 3 | 2 | 6  | <ul style="list-style-type: none"> <li>Guidance on test and trace has been published.</li> </ul>   | Y | Clear guidance has now been issued  | 3 |
|  |   |   |    | <ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>   | Y | Reminders to be provided during September Inset   |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>   | Y | Staff who are tested will keep close contact with the Headteacher and provide updates to ensure wellbeing   |   |
| 46. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms | 4 | 3 | 12 | <ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> </ul>  | Y | All students who do not arrive for school when expected will be called by Mrs Palmer/Mrs Fine to ensure the reason for absence. All illness will be monitored and tracked to ensure bubbles can be closed down as quickly as possible if necessary and sent home to isolate | 8 |
|  |   |   |    | <ul style="list-style-type: none"> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of test and trace for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> </ul>  | Y | Pupils and staff displaying symptoms can be referred to relevant bodies for testing.  |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply</li> </ul> | Y | Communication with parents and staff  |   |
|  |   |   |    | <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</li> </ul>   | Y |   |   |
| 47. Staff, pupils and parents are not aware  | 4 | 2 | 8  | <ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current</li> </ul>   | Y | Communication with all stakeholders   | 4 |

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| of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19  |   |   |    | government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.   |   |  |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>  | Y | In staff handbook notes and will be reiterated during Briefings  |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>   | Y |  |   |
| 48. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school including test and trace | 4 | 3 | 12 | <ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> </ul>   | Y | This will need to be sent as a letter to them about bubbles being closed down.   | 8 |
|  |   |   |    | <ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>  | Y |  |   |
|  |   |   |    | <ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>   | Y |  |   |
| 49. Staff, parents and carers are not aware of recommendations on transport to and from school   | 4 | 2 | 8  | <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, parent and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures</li> </ul> | Y | <p>Parents reminded in letter that students should walk or cycle when possible</p> <p>Government guidance regarding safety on public transport shared with staff.</p> <p>Speak to anxious staff and support them e.g. By suggesting they avoid rush hour times on public transport if possible</p> | 4 |