COVID-19: Operational Risk Assessment

SCHOOL NAME: Moss Hall Nursery School

| Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Annette Long – Headteacher Jo Ozin – School Business Manager	13th July 2020	24th June 2021	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 First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 20012 The Health Protection (Notification Regulations 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' Existing Risk Assessment for school phased re-opening	Covid19 Education and Skills Service Strategy (April 2020) Education and Skills Service Recovery Planning support for schools (May 2020)	https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)
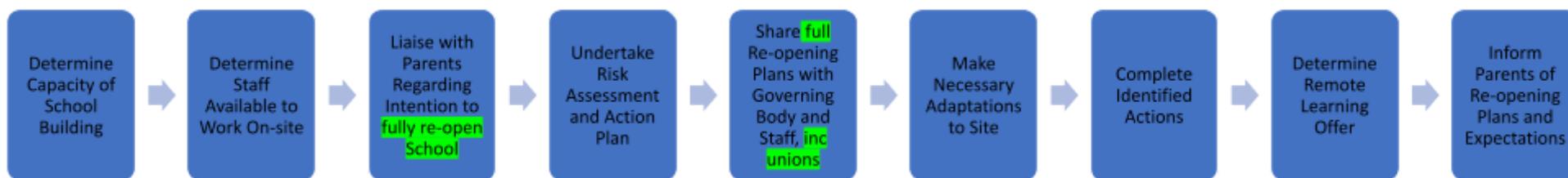
Suggested Steps of Re-opening Preparation:

Risk matrix

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

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
A. Staffing Resources							
1. Risk that there are Insufficient staff to support all the pupils to be in school	3	3	9	● Audit staff availability	Y		9
				● Establish how many and which staff will be available, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments where appropriate (see guidance distributed previously)	Y		

				• Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises.	Y	Children are one bubble.	
				• Ensure flexible and responsive use of teaching assistants	Y		
				• 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	Y	Children with significant SEND require 1:1 care. Using agency staff.	
				• 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	Y		
				• Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school) and home learning (for those who are learning at home)	Y		
2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning.	3	3	9	• The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.	Y	Staff test twice a week (Lateral Flow) and the majority have been double vaccinated.	9
				• Full use is made of all qualified teachers.	Y		
				• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.	Y		
				• Full use is made of test and trace to inform staff deployment	Y		
				• 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	Y		

				attendance at school is utilised until staffing levels improve.			
				● Where possible, ensure pupils with SEND are prioritised to be in school	Y		
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	3	3	9	● Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.	Y		9
				● Ensure visiting staff are aware of and adhere to distancing and hygiene measures and minimise contact to only pupils who need to be taught.	Y		
				● Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.	Y		
				● Negotiate the deployment of ITT trainees with their provider to ensure that their training needs are met but contact and distance requirements are adhered to.	Y		
4. Risk of infection of **extremely clinically vulnerable** members of the household of a member of staff.	3	3	9	● Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible	Y	No disclosure has been made regarding any member of staff living with an extremely clinically vulnerable person.	8
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	3	9	● Provide cover for the role from within available staffing	Y	DSL and First Aid could be covered. SENco could not be covered so easily.	6
				● Or remote support via another school, Academy Trust or the LA	Y	MHSF would support if required.	
				● Ensure First Aid certificates are up to date (previously extended for 3 months)	Y	7 staff members trained in first aid at work. Most staff trained in paediatric first aid.	
				● Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first aid as	Y		

				maximising distancing may not be possible to maintain while attending to individuals.				
				● Programme of training for additional staff in place (e.g. Safeguarding)	Y	SLT all trained as DSLs		
6. Risks to health and safety because staff are not trained in new procedures.	3	3	9	● A revised staff handbook is issued to all staff prior to reopening.	Y			6
				● Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include: o Infection control o Fire safety and evacuation procedures o Constructive behaviour management o Safeguarding o Risk management	Y	September inset days included training on new procedures		
7. Risk that staff who are extremely critically vulnerable are not identified and so measures have not been put in place to protect them.	4	2	8	● An individual risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to reduce the number of different contacts and keep a safe distance, and they must not be employed in any role where high-risk activities may be carried out, for example personal care.	N/A			8
				● All members of staff with underlying health issues have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated	Y			
				● Members of staff who are classed as clinically vulnerable and clinically extremely vulnerable have been asked to seek and act on the advice	Y			

				• of their GP/consultant/midwife or current government advice				
				• Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable	Y			
				• Current government guidance is being applied.	Y			

B. Teaching Spaces, the Learning and School Environment

8. Risk of transmission within the school building (this includes breakfast club and after school activities)	4	3	12	• 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. For Secondary: • Audit accommodation in order to establish how many class groups and or year groups (no size restrictions) can be accommodated.	Y	Children are one bubble outdoors – minimising mixing indoors.	9
				• Take account of the unique needs of individual pupils, including those with SEN and the youngest children in the school. • Pupils who have complex needs or who need close contact care: Their educational and care support should be provided as normal.	Y	Agency cover is used where necessary.	
				• Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children. For Secondary • Classes/spaces remodelled to allow for adults to maintain a distance (ideally 2 metres) from pupils and other adults.	N	Not possible for nursery-aged children	
				• Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate.	Y	Minimal tables used.	

				● Protocols around reduction of contacts and maximising distance shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood reduction of contacts and maximising distance. Where a pupil does not understand maximising distance or for those who need close contact care, education and care support should be provided as normal.	Y	
				● Clear signage displayed in classrooms promoting reduction of contacts and maximising distance	Y	
				● Children stay with their own teacher/teaching assistant and where possible do not mix with other children ('bubble' model). This is particularly the case for pupils with SEN and younger children who are unable to adhere to reduction of contacts and maximising distance For Secondary ● Pupils remain, subject allowing, in their designated learning space.	Y	
				● 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. For Secondary ● 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.	Y	Face shields available for staff where appropriate.
				● 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.	Y	Children attending tea club are mixing between bubbles

				• If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups • Schools should consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. • As with physical activity during the school day, contact sports should not take place.			
9. Risk of transmission in large spaces used as classrooms/ teaching spaces	4	3	12	• 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 For Secondary • Class/year group 'bubbles' must not have contact with each other, this includes breaks, lunchtime. Pupils should be encouraged to practice reduction of contacts and maximising distance at all times.	Y	Blue class in dining room and green class in parents room.	9
				• Large gatherings of more than one bubble should be avoided	Y		
				• Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart.	Y		

10. Risks of transmission during use of the outdoor learning environment for young children	3	3	9	• Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces	Y		9
				• Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside	Y		
				• Close down drinking fountains and make arrangements for individual water bottles for children	Y		
				• Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances if shared between bubbles.	N		
				• Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam	Y		
				• Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available	Y		
				• Outside spaces are divided and demarked for class groups of children to use to facilitate children staying in their groups. Where this is not possible year groups may form a larger bubble. For Secondary • 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.	Y		
				• Where outside space must be shared arrangements for cleaning between bubbles are in place	N/A		
				• Resources are limited to facilitate effective cleaning daily	Y		
				• Bike and wheeled toy play: dependent on numbers – either name labels or label bikes,	Y		

				scooter etc for individual children to use, with their names or arrange for bikes to be wiped down by an adult, between use by the children For Secondary ● Only equipment that can be washed easily can be used.			
				● Consider the removal or covering of areas which are difficult to clean such as malleable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them	Y		
11. Risk of staff having to move between groups	4	3	12	● Where staff have to move between bubbles to deliver the school timetable they should try to reduce contacts and maximise distance, keeping an ideal distance of 2 metres from pupils and staff where possible. For Secondary ● Where staff have to move between bubbles to deliver the school timetable they should maintain a 2-metre distance from pupils and colleagues.	Y	Staff are assigned to one bubble where possible.	9
12. Risks of transmission due to movement around the school.	4	3	12	● Arrange for corridors to be one-way where possible	N/A	Children will not be moving around the school	8
				● Clear signage and markers for the youngest children	N/A		
				● Corridors are divided where feasible	N		
				● Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible	Y		
				● Movement of pupils and staff around the school is minimised	Y	Each class to use different routes and entrances/exits to the playground	
				● Pupils are reminded regularly of protocols for reduction of contacts and maximising distance	Y	At age appropriate level for nursery children	

				• Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance	Y		
13. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	3	12	• Start and departure times are staggered where possible	Y	Staggered arrival and departure times and different entrances and exits.	6
				• Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces	Y		
				• Stagger time for SEN Transport drop offs and pick ups	N/A		
				• Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department	Y		
				• Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom	Y		
				• Unless essential, do not allow parent/carers to enter the buildings to drop off or collect children. If parents do need to enter the building, ensure they have an understanding of the procedures in order to keep everyone safe. Do not allow gathering at the school gates to talk to other parents.	Y		
				• 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	Y		
				• Identify drop off and pick up waiting areas that can reduce contacts and maximise distance	Y		
				• Extend gate/entrance opening times to prevent queueing	Y		

					Control measures				
				●	Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes	Y			
				●	A plan is in place for managing the movement of people on arrival to avoid groups of people congregating	Y			
				●	Floor markings visible to all to avoid queuing	Y			
				●	Parents given advice on walking/cycling to school, avoiding public transport and minimising driving	Y			
				●	Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage	Y			
				●	Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space	N/A			
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	●	Advice to pupils and families on maintaining road safety procedures despite changes.	Y			6
				● For Secondary ●	For those that have to drive, advice on places they should and should not pick up, drop off and park. Identify Sixth Form pupils that drive themselves to school/college, identify parking area/protocols.	Y			
				●	Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.	N/A			
				●	Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.	N/A			

				• Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc.	N/A			
				• Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required.	N/A			
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	4	3	12	• Break and lunch times are staggered	Y			12
				• External areas are designated for different groups For Secondary • Outside spaces are used by one bubble at a time or space is divided with clear demarcations	Y			
				• Pupils are reminded about the protocols of reduction of contacts and maximising distance before every break time	N			
				• Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.	Y			
16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	4	3	12	• Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime	Y	At age appropriate level		12
				• Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area.	Y			
				• Dining room areas and other spaces are configured to ensure the reduction of contacts and maximising distance measures are in place when the children eat. Where possible children will be front facing and facing the same direction i.e. not face to face.	Y	Blue class in dining room and green class in parents room.		
				• Floor markings are clear to avoid queues	N/A			

				● Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces	Y		
				● If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food	N/A		
				● Eating areas are thoroughly cleaned after lunchtime	Y		
17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4	5	20	● Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for the reduction of contacts and maximising distance	Y		9
				● Staff have been briefed on the use of these rooms	Y		
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	4	12	● Reduction of contacts and maximising distance provisions are in place for medical rooms	Y		9
				● Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged	Y		
				● PPE available if staff dealing with pupil with symptoms	Y		
				● Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas	Y		
19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	4	5	20	● Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school.	Y		6
				● The maximising distance floor markings are clearly in place	Y		
				● Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty	Y		

				● Non-essential visitors to school and deliveries are minimised	Y		
				● Arrangements are in place for visitors to stay apart	Y		

C. Hygiene and protective controls							
20. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission.	4	5	20	● Ensure frequent hand cleaning and good respiratory hygiene practices	Y	Doors and windows kept open for ventilation (doors can be closed if necessary for safety in EYFS). Outdoor learning timetable implemented to ensure maximum time spent outdoors	9
				● Regular cleaning	Y	Additional cleaning	
				● Minimise contact and mixing (see above)	Y		
				● See sections above re start and end of day arrangements, playtimes and break times	Y		
21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4	3	12	● Testing of staff or pupils – if school has home testing kits - give to symptomatic pupil if they are unable to obtain a test in any other way - when they are sent home. Ensure the staff/parents/pupils know the process to get tested.	Y	All staff able to take Lateral Flow Test twice a week	9
				● Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home	Y		
				● Make arrangements to isolate anyone with symptoms and have clear guidance and protocols	Y		
				● PPE on hand.	Y	Face shield, disposable apron, masks and gloves kept in conservatory for	

					● Active engagement with NHS Test and Trace	Y	use if dealing with a child with symptoms of coronavirus	
22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	3	2	6		● Consideration should be given regarding the continued use of items that are frequently used by multiple children that are not essential and difficult to keep clean, for example outdoor play equipment.	Y		6
					Establish arrangements for all frequently touched surfaces and equipment e.g. ● door handles ● handrails ● tabletops ● play equipment ● toys ● electronic devices (such as phones) ● specialist equipment, including equipment used by pupils with SEN	Y	Less resources available at any one time	
					● When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.	Y		
					● Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.	Y	Nothing to be taken home at the start of term and nothing to be brought in from home	
					● Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom.	Y	Reducing if not limiting	
					● Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books	Y		
					● Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations.	Y		

				● There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this	Y		
23. Risk of virus spreading because the school has insufficient materials and equipment	4	3	12	● Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms	Y		8
				● Use of hand sanitisers at appropriate locations	Y		
				● Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,	Y		
				● Bins to be double bagged and emptied	Y		
				● Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom	Y		
24. Provision and use of PPE for staff where required is not in line with government guidelines	3	3	9	● Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.	Y	All staff to be provided with a set of PPE including disposable mask, disposable gloves and apron PPE to be worn when in sustained close proximity to a child, e.g. routine first aid or supporting nursery child in toilet Staff may choose to wear PPE at other times, being mindful that: ● PPE is not a substitute for social distancing ● Surgical masks should not be worn for more than 4 hours consecutively ● Guidance of wearing PPE	8

							properly should be followed	
				● Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely	Y			
				● Staff are reminded that the wearing of gloves is not a substitute for good handwashing	Y			
25. Pupils forget to wash their hands regularly and frequently	3	4	12		Y	Children and adults to wash hands for 20 seconds: ● On arrival ● After outdoor activity ● Before eating ● After eating ● After toilet or blowing/wiping nose ● At the end of the school day Hand washing to take place with adult supervision	6	
				● Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.				
				● Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.	Y			
				● School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.	Y			
26. Pupils' behaviour on return to school does not comply with reduction of contacts	4	5	20	● Clear messaging to pupils on the importance and reasons for reducing contacts and maximising distance is reinforced throughout	Y	At age appropriate level for nursery children	12	

and maximising distance guidance				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.		
				● Staff model reducing contacts and maximising distance consistently.	Y	
				● The movement of pupils around the school is minimised.	Y	
				● Large gatherings are avoided inc assemblies	Y	
				● Break times and lunch times are structured to support the reduction of contacts and maximising distance and are closely supervised	Y	
				● 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 school and new hygiene rules.	N	Children are not being asked to social distance.
				● Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed.	Y	
				● Messages to parents reinforce the importance of reduction of contacts and maximising distance	Y	
				● Arrangements for younger primary school children have been agreed and staff are clear on expectations.	N/A	
				● Arrangements for pupils with SEN have been agreed and staff are clear on expectations.	Y	

D. Premises and Buildings

27. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required	4	3	12	● A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening.	Y		8

				● An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include:
				   o more frequent cleaning of rooms / shared areas that are used by different groups
				   o frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach
				   o the regular cleaning of toilets
					Y	Routine cleaning takes place daily, concentrating on areas in use; special attention taken to wiping all surfaces with appropriate detergents Cleaning staff wipe down key touch points with appropriate detergents according to an agreed list and schedule – which include doors etc after every break, lunch, outdoor learning Cleaning staff to empty bins in key areas three times daily Classrooms supplied with appropriate surface cleaning products for additional cleaning as needed	

				● Working hours for cleaning staff are increased	Y		
28. The use of fabric chairs may increase the risk of the virus spreading	3	3	9	● Take fabric chairs out of use where possible.	Y		6
				● Where that is not possible then ensure chairs are limited to single person use.	Y		
29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4	5	20	● Follow DfE guidelines for number of pupils per toilet	Y		6
				● Queuing zones for toilets and hand washing have been established and are monitored.	Y	Separate toilets for blue class and green class	
				● Floor markings are in place to enable reduction of contacts and maximising distance.	N		

				● Pupils know that they can only use the toilet one at a time.	N		
				● Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.	Y		
				● The toilets are cleaned frequently as laid out in the enhanced cleaning schedule	Y		
				● Monitoring ensures a constant supply of soap and paper towels	Y		
				● Bins are emptied regularly.	Y		
				● Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.	Y		
30. Fire procedures are not appropriate to cover new arrangements	4	2	8	● Fire procedures have been reviewed and revised where required, due to: 　o Reduced numbers of pupils/staff 　o Possible absence of fire marshals 　o The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points 　o A possible need for additional muster point(s) to enable reduction of contacts and maximising distance where possible	Y	Blue class has a new meeting point. Staff have been briefed.	8
				● Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities)	Y		
				● Incident controller and fire marshals have been trained and briefed appropriately.			
31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	5	20	● Plans for fire evacuation drills are in place which are in line with reduction of contacts and maximising distance measures e.g. bubble muster points	Y		8

					Action		
					● Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.	Y	
					● 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	Y	
32. Fire marshals absent due to self-isolation	2	4	8		● An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.	Y	In this instance the Headteacher would take on the role of fire marshal	8
33. All systems may not be operational	4	2	8		● Government guidance is being implemented where appropriate, see following link: https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown	Y		12
					● All systems have been recommissioned including: Water systems (particularly legionella testing and controls in place) Electrical and gas safety checks Emergency escapes, lighting and fire detection systems Security systems Lifts and escalators Heating Ventilation systems	N	In progress	
34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	3	12		● All statutory compliance is up to date.	N	Still awaiting electrical testing and a number of other inspections	16
					● Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. ● The following guidance has been followed where appropriate: https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm	Y		

35. Lack of good ventilation means that there is risk of transmission	2	2	4	●	Ensure good ventilation in classrooms and common areas e.g. through opening a window	Y		4
				●	Follow guidance in the following link:			
				●	air conditioning and ventilation during the coronavirus outbreak.			
36. Visitors to the site (including parents) add to the risk	4	5	20	●	Signage giving routes, procedures, entrances and exits to be followed.	Y		9
				●	Limit the external visitors to the school during school hours	Y		
				●	Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.	Y		
				●	Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable)	Y	Any visitors sign Covid form to declare they have no symptoms, they maintain social distance, wear face masks and in some cases are asked to take a lateral flow test.	
				●	Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually'	Y		
37. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4	3	12	●	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.	N/A		6
				●	An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe	Y		
				●	Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective reduction of contacts and maximising distance is maintained at all times.	Y	Procedures in place	

				● Alternative arrangements have been considered such as using a different entrance and exit for contractors and organising classes so that contractors and staff/pupils are kept apart.	Y	Entrance through the cellar in some circumstances. Children always kept apart from contractors.		
				● Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed.	Y			
				● In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).	Y			

E. General								
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	● 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.	Y		6	
				● The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.	Y			
				● Staff, pupils, parents and governors have been briefed accordingly.	Y			
39.Curriculum/ Learning Environment	4	5	20	● Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place. ● Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.: - in PE pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports	Y	See notes on continuous provision	12	

				avoided. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. - In music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.			
				● Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support.			
40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	4	16	● Communications strategies for the following groups are in place: o Staff (inc staff at breakfast club and after school activities) o Pupils o Parents o Governors/Trustees o Local authority o Health services o Regional Schools Commissioner o Professional associations o Other partners o Neighbouring schools/EY settings o Highways department	Y	In contact with Staff/Pupils/Parents/Governors/LA/Neighbouring Schools/EY Settings	6
				● Parents are communicated with to make sure they know:	Y		

			<td style="background:red"></td>		o whether their child will be able to attend from 2nd Sept o what protective steps you're taking to make the school a low-risk place for their child o what you need them to do (such as on drop off and collection) ● For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan			<td style="background:green"></td>
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	3	3	9	● School is aware of current guidelines for shielding	Y		6
				● Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis.	Y		
				● 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		
				● Schools have a regularly updated register of pupils with underlying health conditions.	Y		
				● Staff are available to ensure pupils at home continue to be provided with remote education	Y		
42. Pupils' mental health is adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	4	12	● There are sufficient numbers of trained staff available to support pupils with mental health issues.	Y	Social and emotional well-being is a key component of EYFS	6
				● There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.	Y	Key person approach	
				● Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).	Y	At age appropriate level	
				● Resources/websites to support the mental health of pupils are provided.	Y		

*Children more likely to be clingy, have separation anxiety, have had traumatic experiences during the period of school closure – loss/bereavement	3	4	12	● Individual plans for settling children ● Physical contact between teacher and child under circumstances when child is so distressed there is no alternative			9
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	● Staff are encouraged to focus on their wellbeing.	Y		9
				● Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.	Y		
				● Staff briefings and training have included content on wellbeing	Y		
				● Staff briefings/training on wellbeing are provided.	Y		
				● Staff have been signposted to useful websites and resources.	Y		
44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	4	3	12	● The governing body continues to meet regularly via online platforms.	Y		8
				● The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.	Y		
				● 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.	Y		
				● Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.	Y		
				● Minutes of governing body meetings are reviewed to ensure that they accurately record	Y		

					governors' oversight and holding leaders to account for areas of statutory responsibility.			
45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	4	3	12	●	Guidance on test and trace has been published.	Y		12
				●	The guidance has been explained to staff	Y		
				●	Post-testing and tracing support is available for staff.	Y		
46. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	3	4	12	●	Robust collection and monitoring of absence data, including tracking return to school dates, is in place.	Y		6
				●	Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of test and trace for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.	Y		
				●	Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically vulnerable** and **clinically extremely vulnerable** should these apply	Y		
				●	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	Y		
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	●	Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.	Y	Senior Leader notified immediately Symptomatic child to await pickup in the conservatory with door closed and windows open Staff to use full PPE available in the conservatory Symptomatic adults to go home immediately	8

				Test for symptomatic child to be requested by parent or for symptomatic staff via online portal			
				● This guidance has been explained to staff and pupils as part of the induction process.	Y		
				● Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	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	4	16	● 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.	Y	If COVID-19 is confirmed following testing, symptomatic individual to self-isolate for 10 days and household members of individual to self-isolate for 10 days. Headteacher carries out risk assessment, seeks advice from DFE helpline and local authority. If test is positive, key areas to be shut off and cleaned according to https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings	8
				● This guidance has been explained to staff and pupils as part of the induction process.	Y		
				● Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y		
49. Staff, parents and carers are not aware	2	2	4	● Reduce any unnecessary travel on buses or public transport where possible (for example, by	Y		4

| of recommendations on transport to and from school | | | | walking or cycling to school) and avoiding peak times. (See Risks 11 and 12).

● Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures | | | |