



COVID-19: Operational risk assessment for Copthorne Primary School reopening

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 2nd July 2020 as follows:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Assessment conducted by:	Stephanie Ngenda / SLT / shared with all staff for feedback	Job title:	Head of School	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers
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Date of assessment:	01.03.2021	Review interval:	1 month	Date of next review:	01.04.2021
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Related documents	
Trust/Local Authority documents:	<p>Government guidance:</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> <p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p> <p>https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings</p> <p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</p>

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1. Establishing a systematic process for full opening in primary schools					
1.1 Organisation of 'bubbles' in full class groupings					
Unintended mixing between classes will increase the risk of the virus spreading	H	<ul style="list-style-type: none"> There is full compliance with the PHE system control measures set out in the latest government guidance. Each class remains within its designated room/space and predominantly stays within this area. Any facilities used by more than one class are cleaned and disinfected after use and before use by a new group. Schemes of work are reviewed to minimise the need for bubbles to use specialist facilities one after the other. Pupils observe hygiene guidance and wash hands frequently. Teachers moving between groups comply with social distancing and hygiene guidance. Timetable and arrangements for each class avoid contact between discrete classes when moving outside their designated space (e.g. when moving to specialist rooms; at break times; on arrival or leaving). When pupils are withdrawn for small group work (e.g. SEND pupils) social distancing guidelines are fully observed. Staggered arrival and leaving times; break times and lunch times. See attached rotas. 	Yes	<ul style="list-style-type: none"> Individual classes will form distinct 'bubbles'. Where children are taught in groups across an entire year group, or where areas of provision are shared, the bubble will be formed from an entire year group. Individual risk assessments will be written for staff who need to cross bubbles e.g. cover staff, SLT, caretaker etc. A record will be kept of bubbles crossed by staff. Groups will be kept apart from other groups where possible and older children will be encouraged to keep their distance within groups. Classrooms will not be shared by groups e.g. clubs taking place. Rooms will be deep cleaned each Friday. Although it will be avoided where possible, teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable if needed. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Pupils will only interact with peers from their 'bubble'. Playtimes will be staggered. Each class will have 15 minute slots and group leaders / support staff will take out their own class. Gap in-between sessions to minimise the number on corridors/using toilets and cloakrooms at any one time. Sets of equipment for each bubble will be available to take on the playground. They will be sanitised at the end of each day. Each staff member will have their own set of set of equipment e.g. pens and stationary etc. Lunch times will be staggered. (See overview) Reception, Year 5 and 6 will eat in the hall. All other groups will eat in 	L



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				<p>classrooms. Areas will be cleaned and sanitised before the arrival of a different year group.</p> <ul style="list-style-type: none">• Weather permitting - outdoor picnic lunch timetabled to be arranged by individual teachers in consultation with each other following social distancing guidance.• Year groups will use designated toilets close to their learning base with social distancing observed.• Saplings – Saplings toilets• Nursery – Nursery toilets• Reception – Reception toilets• Year 1 – On Year 1 side (unisex)• Year 2 - On Year 2 side (unisex)• Year 3 – On Year 3 side (unisex)• Year 4 – On Year 4 side (unisex)• Year 5 – boys UKS2 disabled toilets / girls near cloakroom• Year 6 – boys toilets near cloakroom / Year 6 girls toilets near hall• No assemblies or large gatherings will take place. Assemblies to take place in classrooms or via video link within the classes in school.• Additional opportunities for fresh air and exercise• Non overnight domestic trips will resume Autumn 2020. Overnight stays remain cancelled.	
1.2 Organisation of teaching spaces					
Teaching pupils in full classes will increase the risk of the virus spreading	H	<ul style="list-style-type: none">• There is full compliance with the PHE system control measures set out in the latest government guidance.• Pupils observe hygiene guidance and wash hands frequently.• Good respiratory hygiene is ensured by promoting the 'catch it, bin it, kill it' approach.• Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products and detergents	Yes	<ul style="list-style-type: none">• Classrooms re-modelled, with children in KS2, and where appropriate in KS1, facing the front.• Clear signage displayed in classrooms promoting social distancing• Pupils will be seated side by side and facing forwards, rather than face to face or side on in KS2. In KS1 this will be applied as appropriate.• Classrooms should be well ventilated – doors and windows open. <u>In cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the</u>	L



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		<ul style="list-style-type: none">• Contact between individuals minimised and social distancing maintained wherever possible.• Staff maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults maintain 2 metres distance from each other, and from children.• Pupils are seated side by side and facing forwards, rather than face to face or side on.• Unnecessary furniture is moved out of classrooms to make more space.		<p>space. Regulations for fire doors still observed. Door wedge policy in place.</p> <ul style="list-style-type: none">• Where possible, to aid ventilation and avoid the contamination of door handles that need to be opened / closed regularly, doors should be kept open. Safeguarding and health and safety must be assessed to see if this is appropriate, especially for younger children and pupils with SEN needs and fire procedures will need to be altered to ensure those doors are closed should the fire alarm sound.• Classrooms must be clutter free.	
The use of shared spaces and specialist classrooms increases the risk of infection between bubbles	H	<ul style="list-style-type: none">• Larger spaces and specialist classrooms are used by one discrete class at a time.• Large and specialist spaces are cleaned and disinfected thoroughly before and after use.• Large gatherings prohibited.• Design layout and arrangements are in place to enable social distancing where possible.	Yes	<ul style="list-style-type: none">• Assemblies to take place in classroom• One way system in and out of the hall (Office/main entrance door- in, bottom door (by Y5/6).• The DT room and ICT will be kept well ventilated and tables and chairs will be wiped down or sprayed before another class uses the area.	L
1.3 Staffing					



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Due to COVID-19, the number of staff who are available is lower than that required to teach classes in school	H	<ul style="list-style-type: none"> There is full compliance with the PHE system control measures set out in the latest government guidance. The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. The updated guidance and expectations for those who are shielding and those who are clinically vulnerable or clinically extremely vulnerable is communicated to relevant staff and discussions held regarding return to work. Risk assessments are undertaken for staff who are clinically vulnerable, clinically extremely vulnerable, or who have contextual factors related to age or ethnicity (Staff who are BAME or aged 55+ may be susceptible to risk of poor outcomes should they contract COVID-19). Dialogue is held with Professional Associations/Trade Unions on the school's approach to staff returning to work, as appropriate. 	Yes	<ul style="list-style-type: none"> Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. Full use is made of Assistant Heads' teaching capacity. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. Full use is made of testing to inform staff deployment. A blended model of home learning and attendance at school is utilised until staffing levels improve. Risk assessment for staff who work in other high risk settings e.g. care home Staff are provided with government advice re shielding and self-isolating and inform school accordingly. Home working tasks and deadlines set for all staff working from home. Staff are aware of how to apply for a test and school can refer for testing. A small number of home testing kits are held within school and replenished when used. Leaders make staff aware of the referral process for testing and where testing facilities are located. 	M
1.4 The school day					
The start and end of the school day create risks of contact between discrete class bubbles	H	<ul style="list-style-type: none"> Start and departure times are staggered. The number of entrances and exits to be used is maximised. Different entrances/exits are used for different groups. Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. Floor markings are visible where it is necessary to manage any queuing. Attendance patterns have been optimised to ensure maximum safety. 	Yes	<ul style="list-style-type: none"> Start and departure times are staggered. All children will enter through only their one designated entrance on the front or back playground. Parents will be informed of this. This entry will be monitored by SLT members. The number of entrances and exits to be used is maximised. Different entrances/exits are used for different groups. Staff, pupils and parents are briefed and signage provided to identify which entrances, exits and circulation routes to use. A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. Floor markings are visible where it is necessary to manage any queuing. See drop off and collection timetable using different entrances and exits, attached 	L



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				<ul style="list-style-type: none"> Drop off times 8.30am & 8.45 am / Collection times 2.45pm & 3.00pm – parents informed. No late arrivals admitted. No parents allowed into school. Parents to wait outside designated entrance on marked area. Gates will not be unlocked until 8.25am and 2.40pm Entry and exit points into the playground clearly signposted. SLT on duty to reinforce expectations. Training will inform staff of plans to move through school Children briefed on changes to movement through school Letter to parents re changes to drop off and collection points. Floor markings on the playgroup using hoops / tape Signs re social distancing on outdoor areas e.g. school gates. Floor markings show clearly designated waiting points for each individual family with a one metre distance established. Parents to wait on marked areas for their child to be handed over at collection times. If children are reluctant to come in, staff would use verbal encouragement. Gates will be set with a timer to be automatically open, rather than having to use the buzzer at high traffic times. Parents briefed before arrival on the routines and expectations Attendance and arrival time expectations made clear to parents – no late drop offs or collections – non-negotiable and places will be removed if not adhered to Where children are not collected by parents/carers at the allotted time due to extenuating circumstances, they should be seated in the small hall following social distancing guidance. They will be supervised by a member of the office staff until parents arrive, to collect them. Parents will then wait at the front entrance whilst their child is brought to them. 	
1.5 Planning movement around the school					
Movement around the school risks contact between	H	<ul style="list-style-type: none"> Class group 'bubbles' remain in their home bases for most of their learning. 	Yes	<ul style="list-style-type: none"> Appropriate signage is in place to clarify circulation routes. Pinch points and bottle necks are identified and managed accordingly. 	L



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discrete class group bubbles		<ul style="list-style-type: none"> • Timetabling avoids more than one class group in circulation at any one time in the same part of the building. • Staff moving between class groups observe social distancing and hygiene procedures at all times. • One-way systems are in place where possible. • Corridors are divided where feasible. • Appropriate signage is in place to clarify circulation routes. • Pinch points and bottle necks are identified and managed accordingly. • Appropriate duty rota and levels of supervision are in place. 		<ul style="list-style-type: none"> • Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round. • Lesson change overs are staggered to avoid overcrowding. • Pupils are regularly briefed regarding observing social distancing guidance. • There will be very little movement as children will remain in bubbles whilst learning, playing and eating. • Reception children will use Reception toilets • Toilets blocks will be labelled for one year groups use only. • Children walk on the left hand side. One way system not possible due to the layout of school. • SLT present on corridors at key transition points. 	
1.6 Curriculum organisation					
Pupils will have fallen behind in their progress during school closures and achievement gaps will have widened	H	<ul style="list-style-type: none"> • The school develops and implements a comprehensive 'catch-up' plan which will identify the learning gap for individual and groups of pupils in terms of curriculum and knowledge, and will put in place plans to address this. This will include revising schemes of work, prioritising key elements of the curriculum, an extended school day 3 x per week in Aut 2020 and additional planned intervention programmes. • Gaps in learning will be assessed and addressed systematically in teachers' planning. • Remote learning will be provided to pupils who are self-isolating or shielding. The remote learning requirements are : <ul style="list-style-type: none"> • Key Stage (KS) 1: 3 hours a day on average across the cohort (with less for younger children) • KS2: 4 hours a day • Middle leaders will ensure that exam syllabi are covered. 	Yes	<ul style="list-style-type: none"> • Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. • Plans for interventions / appropriate strategies are in place for those pupils who have fallen behind in their learning. • Pupils progress to be tracked carefully • School day extended by 45 minutes, 3 days per week until Christmas to allow for catch-up for every child through increased teaching time. • Remote learning packages purchased to support targeted catch-up as homework. • Planning for Spring and Summer Term used to inform gaps in learning for year groups. • Home school learning reflects topics being covered in school. • Gaps in learning and social and emotional needs are addressed as they emerge. • Welfare, keeping in touch calls, website learning activities and activity packs to continue for children not in school due to self isolation. • Education is not optional: all pupils are expected to attend from September 2020. • The curriculum will remain broad and ambitious. All subjects will be taught. Prioritisation within subjects of the 	M



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		<ul style="list-style-type: none"> Home and remote learning will be calibrated to complement in-school learning and address gaps identified. 		<p>most important components for progression will be the approach adopted rather than removing subjects.</p> <ul style="list-style-type: none"> Remote education will be provided where needed e.g. local lock down or when a child / group are required to isolate. 	
Some learning activities (for example singing, wind and brass playing and some sports) pose increased risks of spreading COVID-19 infection	M	<ul style="list-style-type: none"> Learning activities for which there is a greater risk of infection are identified and relevant staff informed. Following discussion and consideration with subject leaders, limitations are placed on when and where these activities can take place and timetables and plans are amended accordingly. Enrichment activities are reviewed and revised accordingly. 	Yes	<ul style="list-style-type: none"> Lessons will take place outdoors, where possible. Pupils will be seated side-to-side Instruments not be shared Windows will be opened to ensure good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs or ensembles. PE lessons may take place indoors, but outside sport will be prioritised where possible. When doing physical activity indoors staff will: Use large spaces Maximise ventilation - open windows and doors or use air conditioning systems Maintain sufficient distance between pupils Pay very close attention to cleaning and hygiene 	L
The school does not make optimal use of the disapplications and modifications of the EYFS curriculum which are in place during the COVID-19 pandemic	H	<ul style="list-style-type: none"> The EYFS Co-ordinator and team review the latest guidance on disapplication and modification of the EYFS curriculum. A plan is agreed by SLT which sets out how the school will make best use of the provisions in the guidance during the COVID-19 crisis. 	Yes		L
The resumption of non-overnight school visits poses risks to infection control	H	<ul style="list-style-type: none"> All school visits are considered on a case by case basis. A comprehensive risk assessment, factoring in COVID-19 related risks, is undertaken for each visit. Measures are taken to ensure that discrete class group bubbles do not mix on school visits. 	Yes	<ul style="list-style-type: none"> Educational visit risk assessments are uploaded onto Evolve to be authorised. 	L
1.7 Staff workspaces					



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Staff rooms and offices do not allow for observation of social distancing guidelines	H	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff have been briefed on the use of these rooms, which may need to be more limited than is normal. 	Yes	<ul style="list-style-type: none"> A limited number of chairs and tables will be available in the staffroom. Review office workspace to ensure social distancing can be maintained. SLT socially distance in office. Offices and staffrooms should only be used if staff can socially distance themselves from one another. 	L
1.8 Managing the school lifecycle					
Limited progress with the school's 2020-21 calendar and workplan because of COVID-19 measures	H	<ul style="list-style-type: none"> School calendar for 2020-21 finalised within the context of the latest guidance on full re-opening. Senior Leadership Team (SLT) and staff work plans informed by reopening plans and latest guidance. 	Yes		M
Pupils moving on to the next phase in their education do not feel prepared for the transition	H	<ul style="list-style-type: none"> Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. Virtual tours of the school are available for parents and pupils in EY. 	Yes	<ul style="list-style-type: none"> Children will spend until 21st Sept with their previous class teacher. A robust programme of transition activities will take place during this time. A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. Online welcome meetings for parents are planned. Re-assess if IEPs or EHCPs are needed or need to be altered given the altered nature of the school use, day, timetable, staffing, medical needs, SEN adaptations etc...Control measures and risk ratings in those IEPs / EHCPs may need to be altered to reflect the current situation. Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, school will immediately offer them access to remote education EY teachers to work with parents and new Reception children to ensure all children moving to Reception are toilet trained and can manage themselves (dress/undress, take themselves to the toilet, wash hands, eat with utensils etc) 	M



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				and can perform certain physical skills such as using crayons, stack bricks, kick a ball, ride a tricycle, <ul style="list-style-type: none"> • Staff to work with parents coming to Reception to ensure children are frequently read to and learn rhymes. • Critical priorities for Year 1 – Phonics and reading – plugging gaps from Reception • Regression of children's spoken English a concern – language assessment to be used in Reception and Year 1. • Individual induction plans for children with SEND where needed. • Parents consulted over adaptations to IEPs or EHCPs with regard to social distancing and hygiene measures. • Meetings with parents made online rather than in person. • Zoom 'home visit' meetings – in pairs. • Summer break – home learning activities, based on learning from previous year group, brought back in Sept 	
1.9 Governance and policy					
Governors are not fully informed or involved in making key decisions about reopening	M	<ul style="list-style-type: none"> • Online meetings are held regularly with governors. • Governing bodies are involved in key decisions on reopening. • Governors are briefed regularly on the latest government guidance and its implications for the school and the Chair of Governors is kept fully informed. 	Yes	<ul style="list-style-type: none"> • Head of School report reformatted to reflect COVID 19 changes. • Risk assessments to be shared with trustees. • Governors have been fully briefed on re-opening plans. 	L
1.10 Policy review					
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	H	<ul style="list-style-type: none"> • All relevant policies have been revised to take account of government guidance on full reopening and its implications for the school. This applies particularly to guidance and policies on attendance and behaviour from September. • Staff, pupils, parents and governors have been briefed accordingly. 	Yes	<ul style="list-style-type: none"> • Staff are aware of anticipated increase of disclosures after lockdown. • Staff should be made aware of any / reminded of medical conditions / needs of the pupils they are caring for e.g. allergies, asthma etc. and devices such as epi pens and inhalers should be available wherever the pupil is. Ensure staff are trained in their use. • Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of. 	L



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				<ul style="list-style-type: none"> School will continue to adhere to the medical needs policy regarding the administration of medication. <u>Bradford LA daily return completed.</u> DFE attendance return completed including government recoding of absence linked to COVID 19 symptoms, partial closure of the school and parental refusal to send their child. School to inform social workers when a child with a social worker does not attend. Social distancing in fire assembly points. Additional DSL trained DSL always on site and other DSLs available to contact at home 	
1.11 Communication strategy					
Key stakeholders are not fully informed about the plans for reopening and their implications	H	<ul style="list-style-type: none"> Communications strategies for the following groups are in place: <ul style="list-style-type: none"> Staff Pupils Parents Governors/Trustees Local authority Regional Schools Commissioner Professional associations Other partners 	Yes	<ul style="list-style-type: none"> Write Communication strategy to ensure no one misses key messages, irrespective of if they are off site on not. Check that all parents are signed up to Marvellous Me. Marvellous Me and texts sent regularly ensure parents are kept abreast of developments Plans shared with parents, staff, unions and LA Template School opening plan shared with governors. Parents aware of staggered starts so journeys can be planned in advance. Stories and games used to help children to understand social distancing. Pupils practice socially distanced lines. Guidance for specific at risk families – intergenerational, obese. Key updates to be added to the website. School support email will continue to operate to allow parents to easily seek clarification and support as needed. The process for removing face coverings when pupils and staff who use them arrive at school is communicated clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face 	L



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				coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.	
An unforeseen lockdown situation prevents effective communication with pupils, parents and staff regarding contingency arrangements	H	<ul style="list-style-type: none"> Contingency plans are in place, including arrangements for home/remote learning, pastoral care and safeguarding. A communication strategy for pupils, parents and staff in the event of an unforeseen lockdown is in place, building on the experience of the school closure period. Contact records for pupils, parents and staff are kept up to date. 	Yes	<ul style="list-style-type: none"> Pupils who fall into any of the following categories will be loaned a school laptop. <ul style="list-style-type: none"> children with no digital devices in their household children whose only available device is a smartphone children with a single device in their household that's being shared with more than one other family member 	M
1.12 Pupil attendance					
Pupil attendance is lower than expected due to parental concerns about pupils' safety from infection	H	<ul style="list-style-type: none"> Communications with parents reassure them about the safety of full reopening under the latest government guidance. Dialogue is held with parents who have concerns. Clinically extremely vulnerable pupils should stay at home until further notice. They should not attend school while the government's shielding advice is in place nationally. This applies even if pupils have had a coronavirus vaccine. SENDCO to have meetings with all parents whose child is affected. 	Yes	<ul style="list-style-type: none"> Daily phone calls home to monitor attendance and remind parents of attendance expectations, take place as usual. Home visits – following appropriate social distancing – take place and include a member of the SLT as appropriate. 	M
1.13 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	H	<ul style="list-style-type: none"> A revised staff handbook is issued to all staff prior to reopening. Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> The PHE system control measures set out in the latest government guidance 	Yes	<ul style="list-style-type: none"> Staff inducted on new arrangements before the arrival of children. Online briefings via Zoom will also provide information. An induction briefing document will be provided to all staff members summarising key procedures. New staff joining during phased reopening will be provided with bespoke online induction (new TAs + NQTs) 	L



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		<ul style="list-style-type: none"> Organisational arrangements (i.e. class groups operating as 'bubbles') Infection control Fire safety and evacuation procedures Constructive behaviour management Safeguarding Risk management 			
New staff are not aware of policies and procedures prior to starting at the school when it reopens	H	<ul style="list-style-type: none"> Induction programmes are in place for all new staff – either online or in-school – prior to them starting. The revised staff handbook is issued to all new staff prior to them starting. 	Yes	<ul style="list-style-type: none"> Key policies and documents to be shared with staff via Smartlog. New staff have contact details of SLT in order to be able to seek clarification as needed. 	L
1.14 Free school meals					
Pupils eligible for free school meals do not receive them due to discontinuity during the school closure period	H	<ul style="list-style-type: none"> A member of the school's administrative team is tasked with ensuring that the list of pupils eligible for free school meals is accurate and up to date and that pupils receive free meals when in school. 	Yes	<ul style="list-style-type: none"> 2 members of staff trained to use the system in case of illness. Learning mentors deliver packed lunches daily to those entitled to FSM required to isolate. 	L
1.15 Risk assessments					
Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.		<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Different areas of the school When pupils enter and leave school During movement around school During break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used School trips and visits 	Yes	<u>Key actions to be included on risk assessments</u> <ul style="list-style-type: none"> Pupils and staff use hand sanitiser on entering the classroom every day. Hand sanitiser stations added to entry points through school. Automatic hand sanitisers have been purchased and are located throughout school. Supervision of hand sanitiser use instructions shared, given risks around ingestion. Sanitiser to be kept in a locked drawer, unless in a fixed mounted dispenser. Children are explicitly taught how to wash their hands effectively and younger children in Early Years are supervised when washing hands and using sanitiser. 	



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				<ul style="list-style-type: none">• The amount of equipment pupils bring into school each day, is limited to essentials such as lunch boxes, hats, coats, books and bags. Gifts and birthday sweets should not be brought into school.• Teachers wipe the keyboard and mouse at the start of every day.• All classrooms from Year 1 –fixed seating and pupils must sit in the same place at all times. Desks and chairs must not be moved from their location.• Children in Early Years will work in small, consistent groups of children together throughout the day. Groups will be kept apart from each other.• In order to facilitate cleaning, unnecessary items will be removed from learning environments and will be stored elsewhere.• All soft toys, and any toys that are hard to clean, such as those with intricate parts will be removed.• Where practicable, soft furnishings e.g. pillows, bean bags and rugs will be removed.• Group activities and close contact should be avoided.• Windows should be kept open, unless it disrupts the learning.• For individual and very frequently used equipment, such as pencils and pens, staff and pupils will have their own items that are not shared.• Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces.• Resources that are shared between classes or bubbles, such as sports, art and science equipment must be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.• SEND resources, such as hearing device transmitters, should be cleaned with antibacterial wipes or spray and blue roll before being used by another staff member.	



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
				<ul style="list-style-type: none">• Care taken over reading resources as the virus can last 24 hours on paper.• Book boxes provided to classrooms. Once read, these are then returned to the library and not used by a group for several days, mitigating the risk of cross contamination.• A cleaning schedule is put in place, ensuring cleaning is enhanced and includes:<ul style="list-style-type: none">◦ more frequent cleaning of rooms / shared areas that are used by different groups◦ frequently touched surfaces being cleaned more often than normal• Weekly cleaning logs are monitored by SLT.• Cross contamination from paper reduced by pupils handling their own materials – peer marking encouraged. Handling of paper based materials for marking reduced.• Marking expectations reduced to once per week.• Number of books that children take home reduced and when returned, stored and not touched for 2 days.• Staff in classrooms in Year 1 – 6 should maintain social distance from the pupils they support.• Crockery must be washed using the dishwasher.• Sanitisers placed in kitchens near kettles, fridges and microwaves so staff can maintain hygiene each time they use shared facilities.• For shared touch points e.g. door handles, drawer handles, microwaves, kettle handles, hot water handles, photocopiers, keyboards etc. follow the “If You Use It – Wipe It” principle with anti-viral wipes.• Sanitiser near photocopier.• In staffrooms and offices hot seating arrangements and PC sharing should be avoided. Staff should only use a PC that is designated to them. (PPA room)• The process for removing face coverings when pupils and staff who use them arrive at school is communicated clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face	



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
				<p>coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p> <p>Early Years</p> <ul style="list-style-type: none"> • Markings on the floor to show children how to line up whilst socially distancing. • Use long ropes or ribbons with loops to help children to stay apart whilst walking through school. • Parents to leave children outside. No parents to enter the EYFS. Restricted entry arrangements apply. • Strict timetable of cleaning and handwashing. Staff supervise children and disinfect surfaces such as toilet flushes, tables, cupboards, door handles several times a day. • Disinfect toys twice a day • No toys brought from home • Remove soft furnishings and toys with intricate parts that are hard to clean. • Normal strict protocols for personal care – cleaning of the changing area – washing and disinfecting of changing mats must be meticulous. 	
Lack of awareness of emerging statistics regarding ethnicity risk factors, particularly BAME	H	<ul style="list-style-type: none"> • Protection of all staff – All risk assessments to take into consideration of all staff physical & mental health, with consideration to emerging statistics regarding ethnicity • Representation in decision making – EAT adheres to its Equality & Diversity Policy and ensures that BAME staff representation on Trust & SLT decision making levels 		<ul style="list-style-type: none"> • Regular review by SLT and Chief HR Officer of emerging trends • Ensure constant reminders about social distancing, hand-washing and cleaning are delivered by SLT. • Regular check-ins with staff by well-being lead and SLT. 	L
1.16 Responding to cases of COVID-19 and local lockdowns					



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
The school is unsure how to respond when there are suspected or confirmed cases of COVID-19 amongst pupils or staff	H	<ul style="list-style-type: none"> There is full compliance with the PHE system control measures set out in the latest government guidance. Class group 'bubbles' are kept discrete at all times. School to liaise with Trust for guidance & to follow Trust procedures The local health protection team is contacted immediately for advice. The school engages swiftly with NHS Test and Trace if cases are suspected. Appropriate action is taken once advised by the local health protection team – this may mean that class group bubbles and some staff who have been in close contact with the person concerned may have to self-isolate for 14 days. Arrangements are in place for home and remote learning for pupils who are required to self-isolate. 	Yes	<ul style="list-style-type: none"> See attached guidance – Responding to Outbreaks in Schools and Educational Settings. Bradford June 2020. The local health protection team will work with school to manage an 'outbreak' of coronavirus - that's if there have 2 or more confirmed cases in 14 days (previously this was 10 days). 	L
The school is unprepared for a local lockdown should the rate of infection rise in the area	H	<ul style="list-style-type: none"> There is full compliance with the PHE system control measures set out in the latest government guidance. A contingency plan is in place should a local lockdown be announced and staff are briefed on its contents. There is regular liaison with the local health protection team. Systems put in place during the school closure period (e.g. home/online learning, pastoral systems, safeguarding systems) are ready to be reactivated. Lessons learnt during the school closure period are applied to the contingency plan. 	Yes	<ul style="list-style-type: none"> A remote learning plan is in place should a local lockdown be announced and staff are briefed on its contents. Expectations are clear and shared with staff about the nature of remote learning to be delivered. 	L
2. Investing in health and safety arrangements and safety equipment to limit the spread of COVID-19					
2.1 Public Health England system control measures					



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Lack of a comprehensive plan to implement PHE system control measures increases the risk of infection in the school	H	<ul style="list-style-type: none">• Current government guidance is being applied, and specifically the PHE system of control measures set out in the latest government guidance are in place as follows:• Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school <p>The information below is included in the school's reopening plan. This information is issued at staff and pupil briefings and in letters home to parents:</p> <ul style="list-style-type: none">• Anyone with symptoms must remain at home and self-isolate for 7 days from testing positive. Anyone in their household needs to self-isolate for 14 days (including siblings).• Any pupil or staff member needs to go home immediately if they have symptoms. They should take a test as soon as possible.• A child with symptoms awaiting collection needs to be isolated and kept at a distance of 2m from the supervising staff member, ideally in a well-ventilated place. PPE is required if this distance cannot be maintained or there is a risk of contaminated bodily fluids.• If the child uses the bathroom, it must be thoroughly disinfected before use by anyone else.• Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with disinfectant after they have left to reduce the risk of passing the infection on to other people.• Routinely taking the temperature of pupils is not recommended by Public Health England as this is	Yes	<ul style="list-style-type: none">•	L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<p>an unreliable method for identifying coronavirus (COVID-19).</p> <p>In addition:</p> <ul style="list-style-type: none">• Staff are reminded that they have received training on infection control that gives them a good understanding of how the spread of coronavirus occurs and can be mitigated.• Infection control training is arranged for new staff. <p>■ The use of face coverings</p> <ul style="list-style-type: none">■ Staff and adult visitors should wear face coverings where social distancing between adults isn't possible (for example, in corridors and communal areas). Children in primary schools don't need to wear a face covering.■ Staff who choose to wear face coverings in school are permitted to do so■ Parents / carers will be required to wear face coverings when dropping off and collecting children on the playground, unless exempt.■ The normal exemptions for face coverings apply. This is:■ Where someone can't put on, wear, or remove a face covering because of physical impairment, disability, illness or mental health difficulty■ When a person is speaking to, or providing help to, someone who relies on lip reading, clear sound, or facial expression to communicate <p>■ Clean hands thoroughly more often than usual</p> <ul style="list-style-type: none">■ Handwashing / sanitising is scheduled into the school day. It takes place as a minimum: when pupils, staff or visitors enter the school; at break; before and after lunch; before leaving school; whenever the toilet is used.■ It is defined which bubbles are using which toilets and sinks.			



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> • A tick sheet/ board is maintained when handwashing has taken place as a visual reminder. • Handwashing routines are re-taught to pupils using visual resources e.g. suitable videos. • Checks are scheduled during the day on stocks of hand sanitiser, soap and paper towels. Steps are taken to ensure that there is sufficient supply in school. • Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach • Posters are downloaded/made/bought that remind pupils and staff about the approach and the importance of handwashing and are displayed around the school, particularly by washbasins/toilets and at entry/exit points. • The location of bins around the school is checked on, and more are ordered if necessary. • A schedule for bins to be emptied / disinfected is in place and is adhered to. • Pupils using public transport are reminded of the need to wear face coverings/masks. • A stock of masks is maintained and made available for staff who can't socially distance (for use if they are required to provide first aid / intimate care to pupils with COVID-19 symptoms) and for pupils who do not have a mask for use on public transport. • Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents. • The caretaker ensures delivery of the induction package to cleaning staff so they fully understand their role in preventing the spread of coronavirus. • The cleaning schedule is reviewed and if necessary additional staff hours are provided to ensure that DfE listed criteria are met. • Stock checks and stock control are maintained 			



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> • Minimise contact between individuals and maintain social distancing wherever possible • Bubbles are full classes or year groups. • Staff are kept consistent with each bubble as far as possible. • In class, furniture is arranged so that children are facing forwards and sitting side by side. • Any furniture that is surplus to requirements is removed. • As far as possible, children are taught not to touch each other or staff. This will involve re-learning about play time. • A 2m distance between the bubbles is maintained when 2 or 3 classes bubbles (from the same year group) are together in the same space e.. split hall. • Staggered start and finish times, staggered break times and staggered lunch times are implemented. • Children are taught in age appropriate ways about coronavirus, how it is spread and how they can play their part in keeping everyone safe. • For each class/bubble, basic equipment (such as pen/ pencil/ eraser/ ruler) that pupils routinely need is collated and kept in separate bags. These are made available to any pupil who does not have their own equipment. Each pupil keeps this bag of equipment for their own use. • Where necessary, wear appropriate personal protective equipment (PPE) • The school continues to maintain and monitor stocks of PPE and has access to supplier lists. • Staff are supplied with PPE when supervising a pupil who has symptoms of COVID-19 (if 2m social distancing cannot be ensured) and for the provision of routine intimate care to pupils that involves the use of PPE. • Gloves and aprons are provided for cleaning staff. 			



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> • Face masks are worn by staff when cleaning visible bodily fluids from suspected COVID-19 case. • Stocks of PPE are regularly monitored and replenished • Always keeping occupied spaces well ventilated • Windows should be kept open. In cooler weather, windows should be opened just enough to allow ventilation. At break times they can be opened more widely to purge the air in the space. • Engage with the NHS Test and Trace process • School leaders understand the complexity of the arrangements for testing and self-isolation and ensure that staff and parents are fully aware of them. Special advice sheets are prepared in the event that a child is sent home with symptoms, for the parents of that child and other members of the bubble. CPOMS is updated. • Staff induction for return to school includes information about the NHS Test and Trace process. • 10. Manage confirmed cases of coronavirus (COVID-19) amongst the school community • The contact details for local Public Health England team and local authority health and safety team are readily to hand. • A clear process is in place for notifying the local health protection team and the local authority of any cases that test positive. • A spreadsheet is maintained to record all staff and pupils who are self-isolating who have tested positive. These spreadsheets are kept up to date. • Use is made of any template letters provided by Public Health England / local authority as directed locally. • Staff are offered lateral flow tests to both staff, which they should take twice a week at home. Testing is voluntary. 			



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> Staff must report their results to NHS Test and Trace as soon as they've completed a test (either online or by phone, as per the instructions in the home testing kits) Staff should share all their test results (whether void, positive or negative) with school to help you with contact tracing Contain any outbreak by following local health protection team advice Advice provided by the local health protection team is acted on immediately. Good working relationships are established and maintained enabling rapid communication with local authorities and local Public Health England. 			
2.2 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	H	<ul style="list-style-type: none"> An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. Working hours for cleaning staff are increased. 	Yes	<ul style="list-style-type: none"> There will be 5 cleaners on site in two shifts 7.30 – 9.30 & 3.30 – 5.30. One cleaner will be present all day. Rigorous cleaning of leaning frequently touched surfaces e.g. handles, keyboards, switches and table tops. Cleaners will wipe down all surfaces: <ul style="list-style-type: none"> In toilets every other hour Stair railings, entrances to the building, staffroom and offices Entrance to classrooms – door handles at break, dinner and lunch Classroom desks between lessons – break, lunchtime and at the end of the school day. On Friday afternoon there will be a deep clean of all surfaces in school. Stocktake and procurement of soap, paper towels, gloves, aprons, face masks, sanitiser and general cleaning material through Richard Crabtree. Training for cleaning staff on new expectations, hygiene expectations and new rotas – changes of cloth, washing with soapy water first. 	L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
				<ul style="list-style-type: none"> SLT monitoring of hygiene & cleaning arrangements Soft furnishings and soft toys removed Children must not bring in toys from home. 	
2.3 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	H	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 	Yes	<ul style="list-style-type: none"> Richard Crabtree to place an order across the Trust. 	L
Pupils forget to wash their hands regularly and frequently	H	<ul style="list-style-type: none"> 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. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Yes	<ul style="list-style-type: none"> All staff are trained on how to wash his hands properly. Children are explicitly taught to wash hands properly. Handwashing messages are high priority and displayed consistently through school Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach Schedule of handwashing in each class – entering school, break, before and after eating e.g. Children reminded of how to hand wash effectively and how long for. All pupils have access to hand sanitiser. 	L
2.4 Clothing/fabric					
Not wearing clean clothes each day may increase the risk of the virus spreading	M	<ul style="list-style-type: none"> Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks. Expectations and guidance are communicated to parents. 	Yes	<ul style="list-style-type: none"> In line with July 2020 guidance, children are required to wear full school uniform. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. 	L
Cross contamination may occur when changing clothes for PE	M	<ul style="list-style-type: none"> Children will wear PE kits to school on the days that they have PE lessons 	Yes	<ul style="list-style-type: none"> 	L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
The use of fabric chairs may increase the risk of the virus spreading	M	<ul style="list-style-type: none"> Fabric chairs are taken out of use where possible. Where that is not possible, chairs are limited to single person use. 	Yes		L
2.5 Testing and managing symptoms					
NHS Test and Trace is not used effectively to help manage infection control amongst pupils and staff, maximise staffing levels and support staff wellbeing	H	<ul style="list-style-type: none"> Guidance on engaging with the NHS Test and Trace process has been explained to staff as part of induction. Staff, parents and pupils are clear that they should <u>book a test</u> if they are displaying symptoms. Staff, parents and pupils are clear that they should provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace. Staff, parents and pupils are clear that they should <u>self-isolate</u> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19). Post-testing support is available for staff through the school's health provider. 	Yes	See Health and Safety Risk Assessment	L
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	H	<ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of NHS Test and Trace for both staff and pupils and appropriate action, in line with the most recent government guidance, should the tests prove positive or negative. 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 	Yes	<ul style="list-style-type: none"> If a child is awaiting collection, they should be moved, to a room where they can be isolated behind a closed door (Deputy's room), depending on the age and needs of the child, with appropriate adult supervision if required. The window should be opened for ventilation. If it is not possible to isolate them e.g. the room is occupied, they should be moved to an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use the disabled toilet. The bathroom must then be cleaned and disinfected using standard cleaning products before being used by anyone else. 	L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<p>clinically extremely vulnerable should these apply in line with the most recent government guidance.</p> <ul style="list-style-type: none"> • A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. • Staff who are extremely clinically vulnerable will be asked to work from home. 		<ul style="list-style-type: none"> • A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. • As is usual practice, in an emergency, 999 will be called if someone is seriously ill or injured or their life is at risk. • Where the child or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation. • Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. • School will engage with the NHS test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary. • If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves or the pupil or staff member subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. • The area around the person with symptoms must be cleaned with normal household bleach after they have left 	



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
				<p>to reduce the risk of passing the infection on to other people</p> <ul style="list-style-type: none">Parents/carers collecting a child who has developed symptoms at school can be issued with a home testing kit, where it is thought that providing one will significantly increase the likelihood of them getting tested.	
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	H	<ul style="list-style-type: none">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.This guidance has been explained to staff and pupils as part of the induction process.Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Yes	<ul style="list-style-type: none">Pupils are briefed regularly – before they return to school, then daily so they hear the same messages repeatedly, know what is expected and feel comfortable.Clear plan if someone develops symptoms that is shared with all staff.School policy that reflects national guidance on COVID 19 and staff displaying symptoms. Shared with staff and parents.	L
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	H	<ul style="list-style-type: none">Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.This guidance has been explained to staff and pupils as part of the induction process.Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Yes		L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
2.6 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk	H	<ul style="list-style-type: none"> First Aid certificates extended for three months. A programme for training additional staff is in place. Collaborative arrangements for sharing staff with other schools in the locality have been agreed. 	Yes	<ul style="list-style-type: none"> A programme for training additional staff is in place. SLT are booked onto paediatric training during 20-21. PPE available for first aiders Ensure adequate first aid provision for the numbers of staff and pupils on site, this is likely to include staff with Full FAW qualifications and paediatric first aiders for early years settings. Schools will make its best endeavours to ensure a paediatric first aider is on site at all times children up to the age of 5 are on site. If this is not possible, a risk assessment will take place. 	L
2.7 Medical rooms					
Medical rooms are not adequately equipped or configured to maintain infection control	H	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 	Yes	<ul style="list-style-type: none"> Use local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, approach the nearest local resilience forum.(Speak to Richard Crabtree) 	L
2.8 Communication with parents					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	H	<ul style="list-style-type: none"> As part of the overall communications strategy referenced in 1.11, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. A specific communication on the requirements for school attendance from September is issued and followed up with discussion where necessary. A COVID-19 section on the school website is created and updated. Parent and pupil handbooks are created and updated. 	Yes		L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	H	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text, the school's website and Twitter. 	Yes	A member of staff who can speak Urdu is on site to interpret messages clearly.	L
2.9 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines	H	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. Those staff required to wear PPE (e.g. staff supervising pupils with symptoms where 2m distancing cannot be maintained, and cleaning staff) 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. Staff are reminded that wearing of gloves is not a substitute for good handwashing. 	Yes	<ul style="list-style-type: none"> Government has advised there is no need for staff or pupils to wear face coverings or face masks as a matter of course when in school. Catering staff and cleaners are provided with PPE. List of staff requiring PPE established to ensure enough supplies. Single use PPE – gloves, aprons etc double bagged with bot bags tied separately, secured for 72 hours then disposed of with school rubbish. Boxes of tissues and lidded bins to dispose of tissues in, to be available in all classrooms and offices. Separate bins for PPE disposal in medical rooms, kitchens and Early Years areas. Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way If a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can go home, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. The majority of staff in school will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: 	L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
				<ul style="list-style-type: none">• where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained• Where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used.• If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.• Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. A risk assessments will be drawn up in order to support these pupils and the staff working with them. These pupils will not be denied face to face education.	
3. Adopting the new organisational model of discrete class group 'bubbles'					
3.1 Pupil behaviour					



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Pupils' behaviour on return to school does not comply with the new guidance on operating within discrete class group 'bubbles'	H	<ul style="list-style-type: none">• Clear messaging to pupils on the importance and reasons for operating in class group 'bubbles' and on social distancing at other times is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings.• Staff continue to model social distancing consistently.• The movement of pupils around the school is minimised.• Large gatherings are avoided.• Break times and lunch times are structured to avoid different class groups coming in to contact with each other and are closely supervised.• The school's behaviour policy has been revised to include compliance with the new arrangements and this has been communicated to staff, pupils and parents.• Senior leaders monitor areas where there are breaches of the discrete class group 'bubble' model and arrangements are reviewed.• Messages to parents reinforce the importance of adhering to the new arrangements.• Wilful disobeying of rules relating to staying within class groups and following hygiene procedures will be sanctioned appropriately and proportionately, by exclusion where necessary.	Yes	<ul style="list-style-type: none">• Parents are supported in preparing their child in their return to school in advance e.g. moving back to morning routine of getting up and ready, talking about school and any worries they might have and how school might be different e.g. small groups, eating lunches in classrooms etc• Staff training about their wellbeing and emotions in order to support them in reacting appropriately to unexpected or inappropriate behaviour from children in a supportive manner e.g. not responding to an angry child with anger because they are feeling stressed themselves.	L
3.2 Classrooms and teaching spaces					
The size and configuration of classrooms and teaching spaces does not allow teachers to comply with social distancing measures	H	<ul style="list-style-type: none">• All classrooms have been assessed and configured to allow for teachers to maintain 2 metres social distancing with pupils' desks facing the front in rows, as appropriate.• All furniture not in use has been removed from classrooms and teaching spaces.• Arrangements are reviewed regularly.	Yes		L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
3.3 Shared spaces					
The use of shared spaces (e.g. hall, dining room) risks different class group bubbles mixing	H	<ul style="list-style-type: none"> No more than one year group is scheduled to occupy a shared space at any one time. Class group bubbles are kept at least 2 metres apart if occupying the same shared space. Shared spaces are cleaned after use. 	Yes	<ul style="list-style-type: none"> Additional socially distanced seating is available for staff to use during lunch in the parents room. 	L
3.4 Movement in corridors					
The discrete class group 'bubble' arrangements are breached when pupils circulate in corridors	H	<ul style="list-style-type: none"> Class group 'bubble' arrangements are in place The use of shared learning spaces is timetabled to avoid different bubbles groups coming in to contact with each other. One-way systems are in operation where feasible. Corridors are divided where feasible. Circulation routes are clearly marked with appropriate signage Any pinch points/bottle necks are identified and managed accordingly. Appropriate supervision levels are in place. 	Yes	<ul style="list-style-type: none"> Children are briefed at the start of the term, weekly and – as appropriate - daily in relation to the rules for movement around school. 	L
3.5 Break times					
Class groups may mix at break times	H	<ul style="list-style-type: none"> Break times are staggered. Pupils are kept within their assigned 'bubbles' during social times. External areas are designated for different groups. Pupils are reminded about staying in their assigned 'bubbles' as break times begin. Appropriate signage is in place around the school and in key areas. Supervision levels have been enhanced. 	Yes	<ul style="list-style-type: none"> See attached break and lunchtime rota. 	L
3.6 Lunch times					



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Class groups may mix at lunch times	H	<ul style="list-style-type: none">• Lunch times are staggered.• Pupils are reminded about staying in their assigned bubbles as lunch times begin.• Pupils wash their hands before and after eating.• Dining areas are cleaned before and after each class group has used them.• Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces.• Pupils eat lunch with others in their bubble.	Yes	<ul style="list-style-type: none">• Children are briefed at the start of the term, weekly and – as appropriate - daily in relation to the rules for lunchtimes and breaks	L
3.7 Toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures between pupils from different discrete class group 'bubbles'	H	<ul style="list-style-type: none">• Floor markings are in place to enable social distancing.• Pupils know that they can only use the toilet one at a time.• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. This can be achieved by pupils from a specified bubble visiting the toilets at set times.• The toilets are cleaned frequently.• Monitoring ensures a constant supply of soap and paper towels.• Bins are emptied regularly.• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.	Yes		L
3.8 Medical Rooms					
The configuration of medical rooms may compromise social distancing measures		<ul style="list-style-type: none">• Social distancing provisions are in place for medical rooms.• Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.	Yes	<ul style="list-style-type: none">• Deputy's room designated for COVID-19 cases whilst collection is arranged.	



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 			
3.9 Reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	H	<ul style="list-style-type: none"> Social distancing points are clearly set out, using floor markings, continuing outside where necessary. Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). Non-essential deliveries and visitors to school are minimised. Arrangements are in place for segregation of visitors. 	Yes	<ul style="list-style-type: none"> Lettings, visitors and on site meetings with external individuals / groups should cease unless they can only be conducted face to face and are vital / necessary. If they are for vital / necessary educational / health purposes e.g. multi agency meetings, mental health sessions, meetings with parent / carers they should only go ahead if social distancing and hygiene rules can be adhered to. Visitors on site for essential business go through proper screening -hand sanitiser and being informed of school procedures. Guidance displayed in Reception area. Deliveries handled by staff wearing gloves Supply teachers, peripatetic teachers and/or other temporary staff should ensure they minimise contact and maintain as much distance as possible from other staff. 	L
3.10 Arrival and departure from school					
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply and risking pupils from different class groups mixing	H	<ul style="list-style-type: none"> Start and finish times are staggered for each discrete class group 'bubble' The use of available entrances and exits is maximised. Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. Weekly messages to parents stress the need for social distancing at arrival and departure times. 	Yes	<ul style="list-style-type: none"> One way system coming in and out of premises, using different gates. Entry and exit points identified on the hall. Parents and carers to be advised that only one adult should accompany their child to / from school. 	L
3.11 Staff areas					



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
The configuration of staff rooms and offices makes compliance with social distancing measures problematic	H	<ul style="list-style-type: none"> Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff. Staff are briefed about the limitations to use of staff rooms. 	Yes	<ul style="list-style-type: none"> Unnecessary tables and chairs removed from the staffroom. Tables marked to ensure layout meets social distancing requirements. Tea, coffee and hot water are positioned so the staff can move in one direction to make drinks. Additional spaces for staff lunches in the parents room 	L
4. Continuing enhanced protection for children and staff with underlying health conditions					
4.1 Pupils with underlying health issues					
Pupils who are clinically vulnerable or clinically extremely vulnerable do not attend school even though it is deemed safe to do so	H	<ul style="list-style-type: none"> Parents of pupils with underlying health conditions have been provided with updated guidance and discussions have been held with them on a case by case basis regarding attendance at school from September. Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. The school, and parents are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable as set out in the latest government guidance. The register of pupils with underlying health conditions is regularly updated. Pupils who are BAME may be more susceptible to poor outcomes if infected by COVID-19. Leaders take account of this in their risk assessments. 	Yes	<ul style="list-style-type: none"> 	M
4.2 Staff with underlying health issues					



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Staff who are clinically vulnerable or clinically extremely vulnerable do not return to work even though it is deemed safe to do so	H	<ul style="list-style-type: none">• Staff with underlying health issues have been provided with updated guidance and discussions have been held with them regarding returning to work.• All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated.• 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.• Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable as set out in the latest government guidance.• Leaders are cognisant of additional contextual factors that may make staff more susceptible to poor outcomes should they become infected with COVID-19. These include ethnicity and age. BAME staff and those over 55 years of age may be at heightened risk. Leaders take account of this in their risk assessments.• Current government guidance is being applied.	Yes	<ul style="list-style-type: none">• Letter and online link from Exceed re staffing availability and underlying health issues.• HR contacted all staff by phone to discuss underlying medical conditions.	L
5. Enhancing mental health support for pupils and staff					
5.1 Mental health concerns – pupils					



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	<ul style="list-style-type: none">There are sufficient numbers of trained staff available to support pupils with mental health issues.There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.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).Resources/websites to support the mental health of pupils are provided.	Yes	<ul style="list-style-type: none">Online training for staff on supporting pupils with mental health needsAdditional Mental Health and Wellbeing section added to the website.Staff have access to the free MindEd learning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement.	M
5.2 Mental health concerns – staff					
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	H	<ul style="list-style-type: none">Staff are encouraged to focus on their wellbeing.Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.Staff briefings and training have included content on wellbeing.Staff have been signposted to useful websites and resources.	Yes	<ul style="list-style-type: none">Communication strategy in place to ensure regular contact with staff to ensure wellbeing and keep workload under review.Guidance stating that TAs can teach groups will be used when drawing up rotas to allow staff adequate breaks / fair allocation of workloads.Staff are reminded of the Employee Assistance ProgrammeConsult with and involve staff in the setting up of individual school plans and systems as far as possible and discuss the risk assessment.	M
Working from home can adversely affect mental health	H	<ul style="list-style-type: none">Staff working from home due to self-isolation have regular catch-ups with line managers.Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise.Appropriate work plans have been agreed with support provided where necessary.Staff working from home may help provide remote learning for any pupils who need to stay at home.	Yes.	<ul style="list-style-type: none">Working from home training completed on Smartlog.	L
5.3 Bereavement support					



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Pupils and staff are grieving because of loss of friends or family	H	<ul style="list-style-type: none">The school has access to trained staff who can deliver bereavement counselling and support. (Haris Khan)Support is requested from other organisations when necessary.	Yes	<ul style="list-style-type: none">Bereavement Policy ratified May 2020	M
6. Operational issues					
6.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements	H	<ul style="list-style-type: none">Fire procedures have been reviewed and revised where required, due to:<ul style="list-style-type: none">Pupils operating in discrete year class group 'bubbles'Staff moving between discrete class group 'bubbles'Staff and pupils have been briefed on any new evacuation procedures.Marshals have been trained and briefed appropriately.	Yes	<ul style="list-style-type: none">Refresher training for Fire MarshallsAt least 1 Fire Marshall on duty each day (if an emergency skeleton staffing rota is needed)Practice new procedures as soon as possible after opening.Door wedge policy reviewed, updated and shared with all staff.	L
Fire evacuation drills - unable to apply social distancing effectively between discrete class group 'bubbles'	H	<ul style="list-style-type: none">Plans for fire evacuation drills are in place which take account of the new arrangements and apply social distancing where necessary.	Yes	<ul style="list-style-type: none">All staff informed through trainingFire drills planned to ensure pupils understand procedures.	L
6.2 Managing premises on reopening after lengthy closure					
All systems may not be operational	H	<ul style="list-style-type: none">Government guidance is being implemented where appropriate.All systems have been recommissioned.	Yes		L
Statutory compliance has not been completed due to the availability of contractors during lockdown	H	<ul style="list-style-type: none">All statutory compliance is up to date.Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.	Yes	<ul style="list-style-type: none">Health and Safety statutory compliance checklist to be completed.Health and safety Policy updated May 2020Site manager aware of all DFE COVID-19 guidance	L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
6.3 Contractors working on the school site					
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	H	<ul style="list-style-type: none"> 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. An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. 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). 	Yes	<ul style="list-style-type: none"> Office complete COVID-19 induction check questions with all visitors Contractors should adhere to social distancing guidelines. Contractors to carry out regular handwashing and sanitising, especially on arrival at the school and throughout their time on site. If contractors need supervising this should be done following social distancing guidelines. Contractors to follow Government guidelines on self-isolation if they or their family members display any symptoms. If contractors display any symptoms whilst on site they should be asked to leave immediately and any areas / equipment they have been working in / on isolated for 72 hours or thoroughly cleaned prior to admitting other persons / being used. 	L
7. Finance					
7.1 Costs of the school's response to COVID-19					
The costs of additional measures and enhanced services to address	H	<ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. 	Yes	<ul style="list-style-type: none"> 	M



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
COVID-19 when reopening places the school in financial difficulties		<ul style="list-style-type: none"> LA or trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Additional sources of income are under exploration. The school's projected financial position has been shared with governors and LA or trust. 			
8. Governance					
8.1 Oversight of the governing body					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	H	<ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Principal's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. 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. 	Yes	<ul style="list-style-type: none"> 	L
9. Additional site-specific issues and risks					
Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
Adequate checks on the building are not in place	H	Operational checks (to ensure good working order) to be carried out on : <ul style="list-style-type: none"> Fire alarms/smoke alarms/panic and accessible-toilet alarms. 		Ensure Statutory Inspections are up to date for : <ul style="list-style-type: none"> Lifts and Lifting Equipment (if the scheduled inspections have not taken place in the last six months); 	L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> • Fire-door mechanisms • Emergency lighting • Gas supplies e.g. kitchens • Kitchen equipment • Ventilation systems including LEV in kitchens and classrooms • Water systems including flushing through and disinfection in accordance with your legionella risk assessment and policy • Water systems to look for leaks and ensure there is provision of hot water • Windows, doors and gates including electronic gates and doors 		<ul style="list-style-type: none"> • Pressure systems (if the scheduled inspections have not taken place in the last 12 months); • LEV (if the scheduled inspections have not taken place in the last 14 months); • Gas supplies (if the scheduled inspections have not taken place in the last 12 months); • Fixed wiring (if the scheduled tests required by the regulations have not taken place in the last 5 years); • PAT (if the scheduled tests required by the regulations have not taken place in line with your individual deadlines) <ul style="list-style-type: none"> ➤ Asbestos Management Plan (if the plan has not been re-assessed in the last 12 months); ➤ Sports Equipment (if the scheduled inspections have not taken place in the last 12 months); ➤ Fixed Outdoor Play Equipment (if the scheduled inspections have not taken place in the last 12 months); ➤ Tree surveys (if the scheduled inspections have not taken place in the last 12 months); 	
Lessons and activities are not in line with COVID 19 guidance	H	<ul style="list-style-type: none"> • Teaching and play activities which require close direct supervision or contact should cease e.g. gymnastics and contact sports e.g. rugby, use of tools in D&T. • Children to wash their hands before they go outside and before they come back in. • Climbing frames out of use and taped off • Reduce the use of shared resources e.g. stationary, books etc. and allocate individual resources to pupils wherever possible that is for their sole use. • Minimise, or remove altogether, soft toys, soft decorations and other more difficult to keep clean equipment. Other equipment that is kept for the sole use of a discreet group of staff and pupils can be cleaned at the end of the day, but keep to a minimum. • Shared materials and surfaces should be cleaned and disinfected more frequently. 		<ul style="list-style-type: none"> • 	L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> Review how pupils and staff are interacting, numbers on site, how equipment is being used and cease or re-instate activities / equipment as necessary. 			
Educational visits create risks of breaching social distancing	H	<ul style="list-style-type: none"> The DfE advises against all educational visits at this time. Government guidance should be followed for national and international visits if restrictions are lifted. Guidance will be available of Evolve and will be updated as the situation changes. 		<ul style="list-style-type: none"> 	L
Social distancing may not be maintained on school mini buses.	M	<ul style="list-style-type: none"> Pupils on dedicated school mini buses do not mix with the general public and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply on school mini buses. 	Y	<ul style="list-style-type: none"> Where possible, pupils will be grouped together within school bubbles. Children will use of hand sanitiser upon boarding and/or disembarking Additional cleaning of vehicles will be scheduled after use. Children will board and embark in organised queues. Distancing will be maintained vehicles wherever possible Face coverings are not recommended for children under 11. 	L