**COVID-19: Operational Risk Assessment for School Reopening**

**SCHOOL NAME: HOLLY PARK**

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| **Member of Staff and Job Title:** | **Date of Assessment:** | **Date of Review:** | **Covered by this assessment:** |
| **Ann Pelham Headteacher** | **19th May 2020** |  | Staff, pupils, parents, visitors, volunteers, contractors |

**Purpose of this document:**

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

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

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

**Other Related Documents:**

|  |  |  |
| --- | --- | --- |
| **Relevant Existing Policies** | **Local Authority/Trust documents** | **Recent Government Guidance:** |
| Health and Safety Policy  First Aid Policy  Child Protection and Safeguarding Policies  Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 20012  The Health Protection (Notification Regulations 2010  Public Health England (PHE) (2017) ‘Health protection in schools and other childcare facilities’ | Covid19 Education and Skills Service Strategy (April 2020)  Education and Skills Service Recovery Planning support for schools (May 2020) | <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>  <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> |

**Suggested Steps of Re-opening Preparation:**

**Risk matrix**

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

| **Specific Concern/ Risk** | **Impact score (a)** | **Probability score (b)** | **Risk Rating**  **(a) x (b)** | **Control Measures** | **In Place (Y/N)** | **Implications for opening the school and further action proposed** | **Risk rating**  **following controls (1-25)** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **A. Staffing Resources** | | | | | | |  |
| 1. Risk that there are Insufficient staff to support all the pupils to be in school in all the year groups proposed by the DfE | **3** | 5 | 15 | * Audit staff availability from the start of the week when extra pupils will be attending. | **Y** | **Done**  **Emailed all those who are vulnerable or extremely vulnerable** | **3x3 9** |
| * Establish how many and which staff will be available, through RAG rating (vulnerable staff/those fit for work) | **Y** | **Will formulate a table once all have replied** |
| * Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time | **Y** | **Bubbles of only 15 children in a class for Y6 to start with from 8th June.**  **All bubbles will be allocated a teacher**  **each child with an EHCP will be allocated a TA** |
| * Flexible and responsive use of teaching assistants (note DfE guidance on one teacher per group or one TA supervised by a teacher) | **N** | **Year group TAs to work morning s(not with pupils) to support class teachers** |
| * For pupils who need a high level of adult support, including those with special educational needs, ensure that there are at least two TAs available to support the pupil. Some pupils, for example those with Autism will need to be supported by the same adults, where possible | **Y** | **Will do risk assessment for EHCP to see if they need support, their usual TA will be supporting – if they have 2 TAs – one will do all day** |
| * Full use is made of testing to inform staff deployment | **N** | **Testing is not available nationally unless staff have symptoms**  **If necessary staff will be tested - Staff know that if they have symptoms they can get tested and who to contact for that. (Barnet circular)** |  |
| * Ensure there is the capacity within the staff to deliver on site learning (for those attending school) and home learning (for those who are still at home) | **Y** | **School closed on Wednesday to for PPA Plans for home learning will be followed in school as well so only 1 plan for all** |
| 2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning | **3** | 5 | 15 | * The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. | **Y** | **See rag rating risk assessment of staff and will be updated weekly** | **3x2 6** |
| * Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. | **Y** | **planning for their year group, making videos and keeping in touch with parents** |
| * Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. | **N** | **Not necessary – only needed for teachers to get a drink etc at end of break time** |
| * Full use is made of testing to inform staff deployment. | **N** | **Testing is not available nationally unless staff have symptoms**  **If necessary staff will be tested** |
| * A blended model of home learning and attendance at school is utilised until staffing levels improve. | **Y** | **Phased return of year groups in place, only one plan is followed for home learning and school provision**  **Rota in place** |
| * For pupils with SEN, consider the use of an individual Re-integration Plan. | **Y** | **Individual risk assessment for children who might struggle coming back. Senco is in contact with parents of children with EHCP regularly and this will continue.** |  |
| 3. Risk of infection of **extremely clinically vulnerable** members of the household of a member of staff. | **4** | 5 | 20 | * Staff member only attends work if stringent social distancing can be adhered to; otherwise they should be encouraged to work at home | **Y** | **Staff who are extremely vulnerable or live with family members who are extremely clinically vulnerable are not coming in. They are working from home in some sort of capacity. this has been discussed and agreed with individual staff members Expecting SR to work with stringent 2m distancing**  **Expecting SM & SD &KP to continue to work from home – but have contacted each individually** | **4x2 8** |
| 4. Risk of not covering essential functions (first-aid, DSL, SENCo). | **3** | 1 | 3 | * Provide cover for the role from within available staffing | **Y** | **Yes 3 DSLs available**  **5 on team**  **Plenty of first aiders** | **3x1 3** |
| * Or remote support via another school, Academy Trust or the LA | **NA** | **Not necessary** |
| * First Aid certificates extended for 3 months | **Y** | **Not necessary for majority**  **Some have expired**  **Investigate online courses** |
| * Programme of training for additional staff in place (e.g. Safeguarding) | **N** | **TAs have attended online training whilst school was only open for key worker children and vulnerable children**  **BPSI zoom courses**  **Online training for Inset day**  **Fortnightly online courses moving forward in next half term** |
| * Follow Covid19-First responders guidance when administering emergency first aid as social distancing may not be possible to maintain while attending to individuals. | **Y** | **First aiders to read** |
| 5. Risks to health and safety because staff are not trained in new procedures. | **3** | 4 | 12 | * A revised staff handbook is issued to all staff prior to reopening. | **Y** | **A special appendix just for this period to be issued on 2nd June**  **Additional guidance for staff has been produced and emailed out to all staff when key worker/vulnerable children provisions started and new guidance will be emailed out to all staff before school reopens for some children after half term to be added to this guidance** | **3x2 6** |
| * Induction and CPD programmes are in operation for all staff prior to reopening, and include:   + Infection control   + Fire safety and evacuation procedures   + Constructive behaviour management   + Safeguarding   + Risk management | **Y** | **Road map for return to school has been shared and discussed with all staff and governors. We will not have any new members of staff so induction is not necessary. Additional school rules will be shared with all staff and families before return to school** |
| 6. Risk that staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them. | **4** | 5 | 4 | * Members of staff that are clinically extremely vulnerable must continue to self-isolate and remain at home. Staff who are clinically vulnerable should continue to work from home. Where a clinically vulnerable member of staff cannot work from home and are essential to the running of the service, a risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to social distance and they must not be employed in any role where high-risk activities may be carried out, for example personal care. In those circumstance the workplace would not be suitable for their return | **Y** | **Clinically extremely vulnerable individuals** are advised not to work outside the home.  If a **staff member lives in a household with someone who is extremely clinically vulnerable**, as set out in the [guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19), it is advised they only attend work if stringent social distancing can be adhered to.  Clinically vulnerable -chronic (long-term) mild to moderate respiratory diseases, such as asthma,  All staff not currently working asked if they would be returning – some said yes, others said no | **4x1 4** |
| * All members of staff with underlying health issues and 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 | **Y** | **Maria to update records**  **Every week throughout the last 3 months HT & DHT has spoken to individuals not working in school about their health and concerns** |
| * 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 | **Y** | **Email has been sent out to all staff about their return to school** |
| * Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable | **Y** | **Sent letter to staff with regard to this within DFE guidance 14th May so they know** |  |
| * All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. | **Y** |  |
|  |  |  |  | * Current government guidance is being applied. | **Y** | **Using flexibility and encouraged individual staff to discuss their particular situation** |
| **B. Teaching Spaces, the Learning and School Environment** | | | | | | |  |
| 7. Risk that there is insufficient accommodation to support pupils attending with a maximum class size of 15 | **3** | 5 | 15 | * Audit accommodation in order to establish how many class groups of up to 15 pupils can be accommodated at any one time (size of group is dependent on space available) | **Y** | **We can not accommodate all suggested year groups coming back full time, this is not feasible so we have decided to prioritise year 6 and then Y1 and then Reception and then nursery on a rota and part time basis. We have enough rooms available for this. It can be scaled up**  **Class sizes vary**  **We can get 15 children in but with only 2m distancing for teacher. Pupils are closer together** | **3x1 3** |
| * Take account of the needs of individual pupils, including those with SEN. | **Y** | **Will need to revise as each year group return** |
| * Classes and outdoor areas remodelled to allow for individual workstations as appropriate and social distancing | **Y** | **Will be as best we can**  **During week of 1st June classes will be organised so guidelines will be followed. Same for outdoor areas.**  **Timetable in place for playground use and timetable for hall use** |  |
| * Spare chairs and other furniture removed so cannot be used | **Y** | **Will have to be put in shared areas** |
| * Protocols around ‘social distancing’ shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood social distancing. Where a pupil does not understand ‘social distancing’, accommodation needs to take account of this, and space identified where the pupil and those supporting them can go. | **Y** | **New school rules shared**  **Will need to review as we admit SEN children**  **Not an issue for Y6 – will need to consider separate space for 2 children in Y1 and Rec (perhaps Orchard room)**  **Assemblies are being videoed and sent out to all families before start of school. Posters put up around the site and building to remind children** |
| * Clear signage displayed in classrooms promoting social distancing | **Y** | **At the front of each classroom as each one opens**  **Sent home via newsletter so parents aware and can reinforce at home** |  |
| * Children stay with their own teacher/teaching assistant and do not mix with other children (‘bubble’ model). This is particularly the case for pupils with SEN unable to adhere to ‘social distancing’. | **Y** | **Assigned teacher and TA to each bubble and 1:1 TA’s only in when their child is in. Timetables in place to ensure bubbles do not mix** |
| 8. Risk of transmission in large spaces used as classrooms/ teaching spaces | **3** | 5 | 15 | * Limits are set for large spaces e.g. dining hall, school hall, sports hall | **Y** | **Lunch will be eaten on each side of the dining hall and possibly outside. limit of 15 per class and 13 in Nursery groupings** | **3x4 12** |
| * Large gatherings are not permitted | **Y** | **No whole school assemblies and all other school events have been cancelled. Assembly is now via YouTube. No staff meeting in school, only via zoom if necessary.** |
| * Design and layout and arrangements in place to allow for social distancing | **Y** | **Classroom will be set up to ensure social distancing measurements are in place as far as possible. Bubbles But cannot do 2m in classrooms for pupils – can for teacher**  **Expectation made very clear to all parents and staff. Morning and afternoon staggered times for all** |
| 9. Risks of transmission during use of the outdoor learning environment for young children | **3** | 5 | 15 | * Leadership are realistic about social distancing and young children in outside spaces | **Y** | **Bubbles will have allocated outdoor timings for playtime and lunchtime on the playground. In addition to this each bubble will have their own dedicated outdoor learning space where no other bubble can go.**  **Staffing ratio for playtime will be 1:15** | **3x4 12** |
| * Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside | **Y** | **Class will have a kit**  **Kit needs to be put in a tray**  **Tray taken out at playtimes/lunchtimes**  **Posters put up around the school. Each year group has their own toilet allocated.** |  |
| * Close down drinking fountains and make arrangements for individual water bottles for children | **Y** | **Taped off**  **Will provide named plastic cups for children who forget water bottles** |
| * Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances | **Y** | **Taped off** |
| * Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam | **Y** |  |  |
| * Games and activities which allow children’s heart rate to raise and avoid the sharing of equipment are available | **Y** | **Staff can use the youth sports trust website for non-contact games activities and outdoor PE lessons**  **Can run on the 1K white line**  **Can do take 10 outside** |
| * Outside spaces are divided and demarked for smaller groups of children to use to facilitate children staying in their smaller groups | **Y** | **Will have zones** |
| * Where outside space must be shared arrangements for cleaning between groups are in place | **NA** | **No shared spaces**  **No equipment so even if did have to share one after the other – nothing to clean** |
| * Resources are limited to facilitate effective cleaning daily | **Y** | **TAs to help with Milton etc** |  |
| * Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc for individual children to use, with their names or arrange for bikes to be wiped down by an adult, between use by the children | **NA** | **No individual bikes or scooters to be brought on site** |
| * Consider the removal or covering or areas which are difficult to clean such as mailable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them | **NA** |  |
| 10. Risks of transmission due to movement around the school. | **4** | 5 | 20 | * Arrange for corridors to be one-way where possible | **NA** | **May need to revise as other groups come back**  **Due to the nature of the site and building lay out we can’t have a one way system indoors so corridors will be split down the middle in lower junios when needed and clearly indicated which way to walk. Timetable in place so minimal bubble passing in the corridor will take place.** | **4x3 12** |
| * Clear signage and markers for the youngest children | **Y** | **Using outside doors as much as possible so little floor signage**  **Staggered break times**  **Posters packs for each classroom to be put up** |
| * Corridors are divided where feasible | **Y** | **Not needed at the start but as lower juniors fills up**  **Due to the nature of the site and building lay out we can’t have a one way system indoors so corridors will be split down the middle and clearly indicated which way to walk. Timetable in place so minimal bubble passing in the corridor will take place** |
| * Pinch points and bottle necks are identified and managed | **NA** | **Revised when necessary as other year groups come back** |  |
| * Movement of pupils and staff around the school is minimised | **Y** | **There will be timetables in place** |
| * Pupils are reminded regularly of social distancing protocols | **Y** | **Posters in place and YouTube assemblies reminding the children of this** |
| * Appropriate duty rota and levels of supervision in place | **Y** | **Only adults within the bubble will supervise the bubble**  **MTS at lunchtime**  **MTS in 2 teams – one for each half of the week** |
| 11. Risk of transmission due to number of people near entrances and exits at the start and end of the school day. | **4** | 5 | 20 | * Start and departure times are staggered | **Y** |  | **4x3 15** |
| * Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces | **Y** |  |
| * Stagger time for SEN Transport drop offs and pick ups | **NA** |  |
| * Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council’s Highways Department | **Y** | **Now using a different entrance** |
| * Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom | **Y** | **Hand gel station in place as children enter the school. Lining up places indicated by teachers waiting** |
| * Do not allow parent/carers to enter the buildings to drop off or collect children nor any gathering at the school gates to talk to other parents. | **Y** | **Not even entering the site** |
| * Identify drop off and pick up waiting areas that can retain social distancing | **Y** |  |  |
| * Extend gate/entrance opening times to prevent queueing | **Y** | **Staggered start and end of the day times** |
| * Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes | **Y** | **Signs and videos**  **Information will be emailed out to parents as each year group starts staff have been emailed** |
| * A plan is in place for managing the movement of people on arrival to avoid groups of people congregating | **Y** | **One way system in car park**  **site manager to set up each morning and before end of day** |
| * Floor markings visible to all to avoid queuing | **Y** | **Spray car park with markers** |
| * Parents given advice on walking/cycling to school, avoiding public transport and minimising driving | **Y** | **Pupil encouraged to walk to school, most are living close to school – not to scoot or cycle due to lack of storage** |
| * Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage | **Y** | **None brought to school** |
| * Liaise with the council’s Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space | **N** |  |
| 12. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing. | **3** | 2 | 6 | * Advice to pupils and families on maintaining road safety procedures despite changes. | **Y** | **In newsletter**  **As normal** | **3 x 1** |
| * For those that have to drive, advice on places they should and should not pick up, drop off and park | **Y** | **As normal** |
| * Arrangements for kiss and drop, if deemed appropriate ,in consultation with Highways, promoted to staff, children and families. | **N** | **Not recommended – do not want parents stopping in road and letting children out into road**  **This is more secondary** |  |
| * Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented. | **NA** |  |
| * Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc. | **N** | **We will mark the pavement outside at 2m distances** |
| * Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required. | **N** |  |
| 13. Risk of transmission because pupils do not observe agreed protocols of social distancing at playtimes | **3** | 5 | 15 | * Playtimes are staggered | **Y** |  | **3x 4 12** |
| * External areas are designated for different groups | **Y** |  |
| * Pupils are reminded about the protocols of social distancing before every playtime | **Y** |  |
| * Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support. | **Y** |  |
| 14. Risk of transmission because pupils do not observe agreed protocols of social distancing at lunchtimes | **3** | 5 | 15 | * Pupils are reminded about the protocols of social distancing before every lunchtime | **Y** |  | **3x 4 12** |
| * Pupils wash their hands before and after eating | **Y** | **Sanitiser** |
| * Dining room areas and other spaces are configured to ensure social distancing measures are in place when the children eat | **Y** | **In to lunch in unusual manner**  **Juniors out from lunch through Y2 Poplar**  **Lunch hall divided into 2 halves**  **Lunches could be eaten outdoors in allocated areas** |
| * Floor markings are clear to avoid queues | **Y** | **Use plastic floor spots** |  |
| * Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces | **Y** | **Packed lunches for all**  **Packed lunches taken to classrooms in the morning**  **Take out to zone after lunch**  **May choose for some to eat lunch outside or in main hall** |
| * If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not ‘share’ food | **Y** |  |
| * Eating areas are thoroughly cleaned after lunchtime | **Y** |  |
| 15. Staff rooms and offices do not allow for observation of social distancing guidelines | **4** | 5 | 20 | * Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing | **Y** | **Not necessary to move furniture**  **Staff need to take own responsibility for social distancing in staffroom**  **Poster displayed**  **Cupboards taped off and dishwasher**  **Staff to bring own cutlery & crockery** | **4x1 4** |
| * Staff have been briefed on the use of these rooms | **Y** | **In Roadmap** |
| 16. The configuration of medical rooms may compromise social distancing measures | **3** | 5 | 15 | * Social distancing provisions are in place for medical rooms | **Y** | **Only 1 child in at a time**  **Chairs in foyer to one side as a waiting area – socially distanced** | **3x4 12** |
| * Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged | **Y** | **Use BM Office when not in or music rook if 2 office staff in** |
| * PPE available if staff dealing with pupil with symptoms | **Y** | **Ordered our own and Borough provided PPE as well** |
| * Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas | **Y** |  |
| 17. Groups of people gather in reception areas which may contravene social distancing guidelines | **3** | 5 | 15 | * Parents are made aware of new school procedures prior to their children starting back at school | **Y** |  | **3 x 1 3** |
| * Social distancing floor markings are clearly in place | **Y** | **Only where necessary**  **These may be added to or rearranged as the school expands** |
| * Social distancing protocols and guidance are clearly displayed to protect those staff on reception duty | **Y** | **These will be added to**  **Screens ordered** |
| * Non-essential visitors to school and deliveries are minimised | **Y** | **Yes meetings to continue via Zoom**  **No meetings in school** |
| * Arrangements are in place for visitors to stay apart | **Y** |  |
| **C. Hygiene and protective controls** | | | | | | |  |
| 18. Risk that social distancing between pupils and between staff and pupils is difficult or impossible to maintain, leading to a risk of transmission. | **3** | 5 | 15 | * Ensure frequent hand cleaning and good respiratory hygiene practices | **Y** | **Posters**  **Reminders**  **Tissues**  **Bins** | **3 x 4 12** |
| * Regular cleaning | **Y** | **Daily team and extra on Weds** |
| * Minimise contact and mixing (see above) | **Y** | **Bubbles to stay separate**  **Zones in playground**  **No large gatherings** |
| * See sections above re start and end of day arrangements, playtimes and break times | **Y** | **Due to the age of the children it will be difficult/impossible to maintain social distancing in place at all times. This has been acknowledged by the DfE and is in their guidance** |
| 19. Risk of staff or children with the virus coming into school when symptoms are not clear. | **4** | 5 | 20 | * Testing of staff or pupils | **?** | **No testing available nationally before symptoms show** | **4 x 4 12** |
| * Make arrangements to isolate anyone with symptoms and have clear guidance and protocols | **Y** |  |  |
| * PPE on hand. | **Y** | **Ordered and delivered extra by the Borough** |
| 20. Risk of the virus spreading via surfaces in the school unless there is regular cleaning | **4** | 5 | 20 | * Consideration should be given regarding the continued use of items that are frequently used by multiple children that are not essential and difficult to keep clean, for example outdoor play equipment. | **Y** | **Tape off outdoor large equipment**  **Select equipment carefully**  **Minimise equipment** | **4 x 3 12** |
| * Establish arrangements for all frequently touched surfaces and equipment e.g.   + door handles   + handrails   + tabletops   + play equipment   + toys   + electronic devices (such as phones)   + specialist equipment, including equipment used by pupils with SEN | **Y** | **Cleaners daily**  **Extra weds**  **Hard equipment in Milton**  **Books wiped down**  **Year groups to support this each morning**  **Cleaning routines established for art equipment, PE equipment and laptops – in Roadmap**  **Teachers aware** |
| * When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces. | **Y** |  |
| * Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources. | **Y** | **None taken home** |
| * Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom. | **Y** | **Children will have their own equipment – cleaned after use**  **Hands washed before and after use** |
| * Teachers should make sure they wash their hands and surfaces, before and after handling pupils’ books | **Y** |  |  |
| * Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations |  | **Sanitisers in all classrooms and offices**  **Put sanitiser at photocopiers** |
| * There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. | **Y** | **Informed parents** |
| 21. Risk of virus spreading because the school has insufficient materials and equipment | **4** | 5 | 20 | * Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms | **Y** | **Office staff to review stock weekly** | **4 x 2 8** |
| * Use of hand sanitisers at appropriate locations | **Y** |  |
| * Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, | **N** | **No lids – swing bins – risk of smearing tissue**  **Bin lid – another surface to touch** |
| * Bins to be double bagged and emptied | **Y** | **Twice daily** |
| * Disposable tissues to implement the ‘catch it, bin it, kill it’ approach in each classroom | **Y** |  |
| 22. Provision and use of PPE for staff where required is not in line with government guidelines | **3** | 5 | 15 | * Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. | **Y** |  | **3x1 3** |
| * Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely | **Y** | **Andrea to research and do a demo video for staff** |
| * Staff are reminded that the wearing of gloves is not a substitute for good handwashing | **Y** |  |
| 23. Pupils forget to wash their hands regularly and frequently | **4** | 5 | 20 | * Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. | **Y** | **In road map** | **4 x 3 12** |
| * Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently | **Y** | **Posters up** |
| * School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. | **Y** |  |
| 24. Pupils’ behaviour on return to school does not comply with social distancing guidance | **3** | 5 | 15 | * Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling | **Y** |  | **3 x 4 12** |
| * Staff model social distancing consistently. | **Y** |  |
| * The movement of pupils around the school is minimised. | **Y** |  |
| * Large gatherings are avoided. | **Y** |  |
| * Break times and lunch times are structured to support social distancing and are closely supervised | **Y** |  |
| * The school’s behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. | **Y** | **Displayed in every classroom**  **In newsletters**  **Regular reminders** |
| * Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. | **Y** |  |
| * Messages to parents reinforce the importance of social distancing. | **Y** | **Regular reminders in newsletters and guidelines sent out, posters up around the site and building** |  |
| * Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. | **Y** | **Bands and smaller bubbles – e.g Tiger bubble** |
| * Arrangements for social distancing for pupils with SEN have been agreed and staff are clear on expectations. | **Y** | **As and when each individual child starts back**  **Have discussed various ideas**  **Risk assessments will be in place and will be discussed with staff working with them** |
| **D. Premises and Buildings** | | | | | | |  |
| 25. Risk that cleaning capacity is at a reduced level so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required | **4** | 5 | 20 | * A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. | **Y** | **Deep clean organised** | **4 x 1 4** |
| * An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. | **Y** |  |
| * Working hours for cleaning staff are increased | **Y** | **Slightly on a weds - Extra hours**  **Not increased but more bodies to fewer rooms** |
| 26 The use of fabric chairs may increase the risk of the virus spreading | **3** | 5 | 15 | * Take fabric chairs out of use where possible. | **Some** | **Put 2 foyer chairs away temporarily**  **Staffroom is all fabric chairs** | **3 x 5 15** |
| * Where that is not possible then ensure chairs are limited to single person use. | **N** | **Not possible in staffroom**  **Ask cleaners to spray staffroom chairs daily**  **Make staff aware – they then choose to sit on or not** |  |
| 27. Queues for toilets and handwashing risk non-compliance with social distancing measures | **4** | 5 | 20 | * Queuing zones for toilets and hand washing have been established and are monitored. | **Y** | **Toilet doors labelled so only used by each year group** | **4 x 3 12** |
| * Floor markings are in place to enable social distancing. | **N** | **Not necessary** |
| * Pupils know that they can only use the toilet one at a time. | **Y** |  |
| * Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. | **Y** | **Not timetabled** |
| * The toilets are cleaned frequently. | **Y** | **Twice a day** |
| * Monitoring ensures a constant supply of soap and paper towels | **Y** | **Cleaner fills at lunchtime** |
| * Bins are emptied regularly. | **Y** |  |
| * Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. | **Y** | **In class but not in toilets**  **Posters up** |
| 28. Fire procedures are not appropriate to cover new arrangements | **4** | 4 | 16 | * Fire procedures have been reviewed and revised where required, due to:   + Reduced numbers of pupils/staff   + Possible absence of fire marshals   + The need to apply social distancing rules during evacuation and at muster points   + A possible need for additional muster point(s) to enable social distancing where possible | **Y** | **May need to be revised as numbers grow**  **Fire marshalls will be fewer** | **4 x 1 4** |
| * Staff and pupils have been briefed on any new evacuation procedures | **Y** | **Key worker hub staff will need to know evacuation route** |
| * Incident controller and fire marshals have been trained and briefed appropriately. | **N** | **Not necessary – same people** |
| 29. Fire evacuation drills - unable to apply social distancing effectively | **4** | 1 | 4 | * Plans for fire evacuation drills are in place which are in line with social distancing measures. | **Y** | **Need to revise if other year groups begin** | **4 x 1 4** |
|  |  |  |  | * Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons. | **Y** | **Not needed at present**  **Would review when necessary** |  |
|  |  |  |  | * Consider access route for teachers and pupils with mobility issues, as social distancing measures may not be possible during an emergency | **NA** |  |
| 30. Fire marshals absent due to self-isolation | **4** | 5 | 20 | * An additional stff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. | **N** | **Will need to establish some temporary fire marshalls**  **Sally, Andrea, Janis – online fire Marshall training?**  **If not SR to internally train** | **4 x 2 8** |
| 31. All systems may not be operational | **3** | 1 | 3 | * Government guidance is being implemented where appropriate. | **NA** | **All safety checks as normal and keeping records as normal** | **3 x 1 3** |
| * All systems have been recommissioned. | **NA** | **Not needed as all have been in use as school has been open for key worker chidlren** |
| 32. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown | **4** | 3 | 12 | * All statutory compliance is up to date. | **Y** |  | **4 x 2 8** |
| * Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. | **NA** | **Water tested throughout lockdown** |
| 33. Visitors to the site (including parents) add to the risk | **4** | 5 | 20 | * Signage giving routes, procedures and entrances to be followed. | **Y** |  | **4 x 2 8** |
| * Limit the external visitors to the school during school hours | **Y** | **Parents encouraged not to return with packed lunches or water bottles**  **No meetings on site** |
| * Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer. | **Y** | **Pens available – anti bac at counter** |
| * Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable) | **Y** | **Encourage parents to telephone**  **Only in emergency e,g if ambulance called**  **Parents should not come in building at all, email and phone conversation at present. Any meetings to be conducted via Zoom** |
| * Consider holding SEN meetings such as Annual Reviews ‘virtually’ | **Y** | **Discuss with DK on her return** |  |
| 34. Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control | **4** | 3 | 12 | * Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. | **Y** | **No planned work at present, but Site manage is aware of rules and regulations and will implement them and ensure they are discussed with contractors over the phone before they come in** | **4 x 2 8** |
| * An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe | **NA** | **No ongoing works planned during term time** |
| * 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. | **NA** | **No ongoing works planned during term time** |
| * Temperature checks are carried out on arrival and before entering the school building | **N** |  |
| * 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. | **NA** | **Only in an emergency situation**  **We don’t have any other entrances to school except car park** |
| * Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. | **Y** |  |
| * In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). | **NA** | **No ongoing works**  **Would implement if necessary** |
| **E. General** | | | | | | |  |
| 35. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances | **3** | 5 | 15 | * All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. | **Y** | **Original kept as is**  **Appendices added if necessary**  **Additional guidance for behaviour policy, Temporary staff handbook in place (which covers safeguarding, health and safety, medical, etc and will be emailed out to staff** | **3 x 3 9** |
| * The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure. | **Y** | **This RA is approved by Barnet H&S**  **This is it** |
| * Staff, pupils, parents and governors have been briefed accordingly. | **Y** | **Ongoing as changes made and situations change** |
| 36. Curriculum/Learning Environment | **4** | **5** | **20** | * Consider what activity is more difficult/ not possible to be undertaken with social distancing in place. * Each activity should be risk assessed and should not be run unless the risks can be mitigated   -PE  -Practical lessons | **Y** | **No learning partners**  **RAs done for art, PE and computing**  **No circle times**  **No team sports** | **4 x 3 15** |
| 37. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health | **4** | **5** | **20** | * Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support. | **Y** | **Guidelines for staff and Road map** | **4 x 2 8** |
| * Parents are communicated with to make sure they know:   + whether their child will be able to attend from the week commencing 1 June   + what protective steps you’re taking to make the school a low-risk place for their child   + what you need them to do (such as on drop off and collection) * For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan | **Y**  **Y** | **Variety of letter sharing info with parents**  **Updated regularly when new information has to be shared, sometimes on a daily basis**  **Individual risk assessment** |
| 38. Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them | **4** | 5 | 20 | * Parents have been provided with clear guidance and this is reinforced on a regular basis. | **Y** | **Information added to letter for parents** | **4 x 3 12** |
| * 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. | **Y** | **Already have BUT will reinforce in letter** |
| * The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. | **Y** | **Telling parents** |
| * Schools have a regularly updated register of pupils with underlying health conditions. | **Y** | **In welfare room** |
| 39. Pupils’ mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general | **2** | 5 | 10 | * There are sufficient numbers of trained staff available to support pupils with mental health issues. | **Y** | **KP working from home calling parents**  **TA training**  **Teachers will do training** | **2 x 2 4** |
| * There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. | **Y** |  |
| * Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). | **Y** | **Daily assemblies**  **Regular activities that focus on wellbeing and PSHE. HT, DHT and Phase leaders attended training to re-establish learning behaviours and routines when returning to school. Focus attention on school ready in newsletters** |
| * Resources/websites to support the mental health of pupils are provided. | **Y** | **Loads of things on our website all through lockdown and still – under family support several times**  **Has been signposted to parents**  **KP has pointed many things out to several parents by telephone and is herself providing support as best she can at a distance** |
| 40. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general | **3** | 5 | 15 | * Staff are encouraged to focus on their wellbeing. | **Y** | **Maria has sent emails to them with information constant reminders about Qwell**  **HT & DHT have kept in touch with staff not being able to attend school for a variety of reasons. Regular updates with staff to be transparent about what is going on and going to happen.** | **3 x 2 6** |
| * Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. | **Y** | **Yes regular phone calls to staff** |
| * Staff briefings and training have included content on wellbeing | **Y** | **Before lockdown** |
| * Staff briefings/training on wellbeing are provided. | **Y** |  |
| * Staff have been signposted to useful websites and resources. | **Y** | **Qwell and many others** |
| 41. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements. | **2** | 4 | 8 | * The governing body continues to meet regularly via online platforms. | **Y** | **All committees have met** | **2 x 1 2** |
| * The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. | **Y** |  |
| * The headteacher’s report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school’s response to COVID-19. | **Y** | **In spring term and will in summer term** |
| * Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. | **Y** | **Weekly calls with chiar**  **Email contact with chair and vice**  **Some govs invited to staff meetings** |
| * Minutes of governing body meetings are reviewed to ensure that they accurately record governors’ oversight and holding leaders to account for areas of statutory responsibility. | **Y** |  |
| 42. Testing is not used effectively to help manage staffing levels and support staff wellbeing | **3** | **5** | **15** | * Guidance on getting tested has been published. | **Y** | **Emailed to staff** | **3 x 1** |
| * The guidance has been explained to staff | **Y** | **School circular document explained it clearly** |
| * Post-testing support is available for staff. | **NA** | **It will be but no one has been tested yet** |
| 43. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms | **4** | **5** | **20** | * Robust collection and monitoring of absence data, including tracking return to school dates, is in place. | **Y** | **Registers in place**  **We will indicate if parents have said they don’t want their children to be in,**  **If the child has been in but suddenly absent will do first day calling** | **4 x 3 12** |
| * Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. | **Y** | **In roadmap – procedures of what to do if a suspected case and in a confirmed case**  **Isolation room has been allocated and made known to staff** |
| * Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically vulnerable** and **clinically extremely vulnerable** should these apply | **Y** | **In letter** |
| * A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. | **NA** | **Not had to do but would report if necessary** |
| 44. Staff, pupils and parents are not aware of the school’s procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 | **4** | **5** | **20** | * Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. | **Y** | **Yes before lockdown and will again if school opens**  **Pointed to DFE guidance**  **In our roadmap** | **4 x 4 16** |
| * This guidance has been explained to staff and pupils as part of the induction process. | **Y** | **In our roadmap** |
| * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | **Y** |  |
| 45. Staff, pupils and parents are not aware of the school’s procedures should there be a confirmed case of COVID-19 in the school | **4** | **5** | **20** | * Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. | **Y** | **Yes before lockdown and will again if school opens**  **Pointed to DFE guidance**  **In our roadmap** | **4 x 4 16** |
| * This guidance has been explained to staff and pupils as part of the induction process. | **Y** | **In our roadmap** |
| * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | **Y** |  |
| 46. Staff, parents and carers are not aware of recommendations on transport to and from school | **4** | **4** | **16** | * Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12). | **Y** | **Remind them**  **Cant avoid peak times depending on school opening** | **4 x 3 12** |