**COVID-19: Operational Risk Assessment January 2021**

**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**  **Maria Michael Deputy Head** | **7/1/2021** |  | Staff, pupils, parents, visitors, volunteers, contractors |

**Purpose of this document:**

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the full re-opening of the school and ensure the school continues to operate in a safe way.This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

**Other Related Documents:**

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| **Relevant Existing Policies** | **Local Authority/Trust documents** | **Recent Government Guidance:** |
| Health and Safety Policy  First Aid Policy  Child Protection and Safeguarding Policies  Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 20012  The Health Protection (Notification Regulations 2010  Public Health England (PHE) (2017) ‘Health protection in schools and other childcare facilities’  Existing Risk Assessment for school phased re-opening | Covid19 Education and Skills Service Strategy (April 2020)  Education and Skills Service Recovery Planning support for schools (May 2020) | <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>  <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>  <https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak>  <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>  [Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)](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**

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

| **Specific Concern/ Risk** | **Impact score (a)** | **Probability score (b)** | **Current Risk Rating**  **(a) x (b)** | **Control Measures** | **In Place (Y/N)** | **Implications for opening the school and further action proposed** | **Risk rating following controls (1-25)** |
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| **A. Staffing Resources** | | | | | | | | |

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| 1. Risk that there are Insufficient staff to support all the pupils to be in school | **3** | 5 | 15 | * Audit staff availability | **Y** | **Contacted all staff**  **Risk assessments done for 3 members who live with someone who is extremely vulnerable** | **3x3 9** |
| * Establish how many and which staff will be available, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments where appropriate (see guidance distributed previously) | **Y** | **Will formulate a rota for office, MTS, safeguarding**  **Level 2 TAs in to support children**  **Level 3 TAs in am to support teachers and making phone calls pm**  **Year group teachers to make own rota for home schooling and key worker Hub**  **NNs on a rota**  **Can use supply teachers – Richard & Shirley** |
| * Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises. | **Y** | **Still Year group bubbles**  **All classes can be covered at time of risk assessment**  **EHCPs with TAs**  **Will prioritise home learning above key worker hub and cover Hub if necessary** |
| * Ensure flexible and responsive use of teaching assistants | **Y** | **Level 3 TAs in am to support teachers and making phone calls pm**  **Will cover in Hubs if needed** |
| * Ensure there are sufficient support staff available to support those pupils who need a high level of support, including those with SEND whilst minimising changes in contact. Some pupils, for example those with Autism will need to be supported by the same adults, where possible | **Y** | **Most have 2 TAs per day** |
| * Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self isolating due to test and trace | **Y** | **We will adopt national policy and follow guidance**  **We will close HUBs if necessary and inform parents and staff**  **School has some kits** |
| * Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school) and home learning (for those who are learning at home) | **Y** | **Year group staff have divided the two tasks of online learning and key Worker Hub as suits them best** |
| 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** | **We are well aware of staff issues from previous lockdown**  **Some staff have individual risk assessments**  **1 member of staff can only work from home** | **3 x 3 9** |
| * Full use is made of all qualified teachers. | **Y** | **Yes** |
| * Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. | **Y** | **They will supervise as necessary and as before lockdown in HUBs if needed** |
| * Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self isolating due to test and trace | **Y** | **We will adopt policy and procedures as necessary** |
| * A clear rationale is in place for which pupils will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve. | **Y** | **Key worker & vulnerable pupils and EHCP children invited into school**  **Information letter and application form were used** |
| * Where possible, ensure pupils with SEND are prioritised to be in school, -. | **Y** | **All were invited**  **Texts were sent out**  **SENCO & TAs called parents** |
| 3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees. | **3** | 5 | 15 | * Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies. | **Y** | **Where possible long term e.g RG and SD**  **Minimise courses**  **Use TAs for some sickness & courses as we already do** | **3x 3 9** |
| * Ensure visiting staff are aware of and adhere to distancing and hygiene measure and minimise contact to only pupils who need to be taught. | **Y** | **Minimise visitors**  **Keep online meetings**  **No volunteers** |
| * Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor. | **N** | **We will expect the supply agency to have done that and will contact them to let them know this**  **No trainee teachers** |
| * Negotiate the deployment of ITT trainees with their provider to ensure that their training needs are met but contact and distance requirements are adhered to. | **N/A** | **There will be no trainees or work experience of any kind** |
| 4. Risk of infection of **extremely clinically vulnerable** members of the household of a member of staff. | **4** | 5 | 20 | * Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible | **Y** | **PPE given as required or requested**  **Shielding only for Extremely Critically Vulnerbale**  **RAs done for some staff members** | **4x 3 12** |
| 5. Risk of not covering essential functions (first-aid, DSL, SENCo). | **3** | 1 | 3 | * Provide cover for the role from within available staffing | **Y** | **5 DSL trained members of staff**  **Lots of first aiders**  **All Office staff**  **2 office staff in daily** | **3x1 3** |
| * Or remote support via another school, Academy Trust or the LA | **N/A** | **Not necessary** |
| * Ensure First Aid certificates are up to date (previously extended for 3 months) | **N** | **Maria to check** |
| * Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals. | **Y** | **Following guidance** |
| * Programme of training for additional staff in place (e.g. Safeguarding) | **N** | **No additional staff** |
| 6. 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** | **Staff handbook was updated in September 2020**  **Weekly briefings for updates and info**  **Zoom meetings as required** | **3 x 2 6** |
| * Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include:   + Infection control   + Fire safety and evacuation procedures   + Constructive behaviour management   + Safeguarding   + Risk management | **Y** | **No new members of staff**  **Staff Zoom meeting before term started for all staff**  **Regular emails to staff**  **After school club (not school run) will need own procedures**  Staff to inform of any Covid related incidents so cleaning can be arranged if necessary |
| 7. Risk that staff who are extremely critically vulnerable are not identified and so measures have not been put in place to protect them. | **4** | 5 | 20 | * An individual risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to reduce the number of different contacts and keep a safe distance, and they must not be employed in any role where high-risk activities may be carried out, for example personal care. | **Y** | **No members of staff are in this category themselves**  **If they were a RA would be carried out** | **4 x 2 8** |
| * All members of staff with underlying health issues have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated | **Y** | **RAG rated – all have been identified and RAS done** |
| * Members of staff who are classed as clinically vulnerable and clinically extremely vulnerable have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice | **Y** | **Clinically vulnerable have acted on gvt advice and returned to work**  **One consulted GP (over 70) and did not return to work** |
| * 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** | **Yes** |
| * Current government guidance is being applied. | **Y** | **Using flexibility and discussing individual cases with staff members** |

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| **B. Teaching Spaces, the Learning and School Environment** |

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| 8. Risk of transmission within the school building (this includes breakfast club and after school activities) | **3** | 5 | 15 | * Audit accommodation and the full range of curriculum needs in order to establish if class groups (30 children) are a feasible bubble size or if year group sized bubbles will need to be implemented. | **Y** | **Year group bubbles - makes outside playtimes and lunchtimes easier**  **Nursery will be a bubble**  **Reception will now be one bubble**  **Will try to keep bubble numbers to 20 max**  **18 is preferred** | **3 x 4 12** |
| * Take account of the unique needs of individual pupils, including those with SEN and the youngest children in the school. * Pupils who have complex needs or who need close contact care: Their educational and care support should be provided as normal. | **Y** | **Support provided as normal**  **TAs need to maintain as much social distancing as they possibly can while still working with a child & wash hands more regularly**  **PPE available if they feel they need it** |
| * Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children. | **Y** | **2 metre distance at front of class for teachers**  **Children – no social distancing**  **Children spaced out as much as possible in a classroom** |
| * Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate. | **Y** | **Nursery & Rec – not possible**  **Y1 and Y2 – not age appropriate**  **Carpet times face front**  **KS2 as many facing front as possible – classroom size and space allowing** |
| * Protocols around reduction of contacts and maximising distance shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood reduction of contacts and maximising distance. Where a pupil does not understand maximising distance or for those who need close contact care, education and care support should be provided as normal. | **Y** | **Posters on walls**  **Daily reminders**  **As much as possible** |
| * Clear signage displayed in classrooms promoting reduction of contacts and maximising distance | **Y** | **On all walls in classrooms and shared areas** |
| * Children stay with their own teacher/teaching assistant and where possible do not mix with other children (‘bubble’ model). This is particularly the case for pupils with SEN and younger children who are unable to adhere to reduction of contacts and maximising distance | **Y** | **As far as possible – However - breakfast clubs & after school clubs will be in Key Stage bubbles,**  **Playtime/ outside bubbles,**  **pastoral care** |
| * Where younger children are unable to reduce contact and maximise distance adults should avoid close face to face contact and minimise time spent within 1 metre of anyone. | **Y** | **Where possible**  **Young children speak quietly and staff may need to get close to hear**  **Staff should consider wearing a face shield at these times or using one of the desk top screens we have** |
|  |  |  | * For breakfast and after school clubs schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. * If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups * Schools should consult the guidance produced for summer holiday childcare, available at [Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak) as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. * As with physical activity during the school day, contact sports should not take place. | **Y** | **Year group bubbles will not be possible**  **We will use Key stage bubbles – this is the smallest bubble we could supervise and accommodate space wise** |
| 9. 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 to facilitate the reduction of contacts and maximise distance, minimising face to face contact | **Y** | **Dining Hall year group on each side**  **Have to wait until everyone is finished to go out**  **Year group bubbles sitting on each side**  **Nursery to eat in nursery** | **3x4 12** |
| * Large gatherings of more than one bubble should be avoided | **Y** | **No whole school or phase assemblies**  **Done via video** |
| * Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart. | **Y** | **Playground zones in year group bubbles – which will rotate weekly for KS2 to make it more interesting** |
| 10. Risks of transmission during use of the outdoor learning environment for young children | **3** | 5 | 15 | * Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces | **Y** | **Playtime zones**  **Zones to rotate weekly**  **Start of break time – lead to zone**  **End of break time – collect from zone**  **Use of outside doors**  **Avoid congestion**  **EYFS are separated for nursery & Reception** | **4x3 12** |
| * Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside | **Y** | **Hand sanitising before lunch**  **Bins available in playground**  **Hand washing station in every classroom** |
| * Close down drinking fountains and make arrangements for individual water bottles for children | **Y** | **Taped off**  **Children to take out named water bottles**  **Plastic cups with name on available for anyone who forgets** |
| * Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances if shared between bubbles. | **Y** | **One bubble will use equipment for a whole week**  **Not using Amazon Climber for this period – too uddy** |
| * Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam | **Y** | **Staff to review ongoing**  **Consider what equipment will be rotated and quarantined for a while**  **More regular cleaning of equipment**  **Laptops – use wipes** |
| * 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 games sports trust website for non contact games activities and outdoor PE lessons**  **Can run the 1k line**  **Can do Take 10 outside**  **Non Stop Action provided booklet of non contact games which MTS have all been given**  **NON Stop Action on Mondays for KS2** |
| * Outside spaces are divided and demarked for class groups of children to use to facilitate children staying in their groups. Where this is not possible year groups may form a larger bubble. | **Y** | **Zones for year group bubbles that move each week to provide more interest** |
| * Where outside space must be shared arrangements for cleaning between bubbles are in place | **Y** | **Not necessary – year group bubbles will keep same zone for one week** |
| * Resources are limited to facilitate effective cleaning daily | **Y** | **Cleaning of resources as much as possible** |
| * 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 | **Y** | **No individual bikes or scooters to be brought on site**  **No use of bikes on site** |
| * Consider the removal or covering of areas which are difficult to clean such as mailable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them | **Y** | **No malleable materials in EYFS**  **No sand**  **Look at resources in outdoor areas – remove difficult to clean equipment** |
| 11. Risk of staff having to move between groups | **4** | 5 | 20 | * Where staff have to move between bubbles to deliver the school timetable they should try to reduce contacts and maximise distance, keeping an ideal distance of 2 metres from pupils and staff where possible. | **Y** | **More possible in certain year groups than others**  **Not possible in EYFS**  **Age appropriate**  **Staff to consider wearing masks when moving around** | **4 x 4 16** |
| 12. Risks of transmission due to movement around the school. | **4** | 5 | 20 | * Arrange for corridors to be one-way where possible | **N/A** | **Don’t really have many corridors – more open spaces** | **4 x 3 12** |
| * Clear signage and markers for the youngest children | **Y** | **Posters in each classroom**  **Using outside doors as much as possible**  **Y1 and Y3 are only year groups who will need to be mindful of passing each other** |
| * Corridors are divided where feasible | **N/A** |  |
| * Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible | **Y** | **Y1 and Y3 are only year groups who will need to be mindful of passing each other** |
| * Movement of pupils and staff around the school is minimised | **Y** | **No assemblies**  **Music online lessons**  **Children not sent out of class on messages**  **No house point collection** |
| * Pupils are reminded regularly of protocols for reduction of contacts and maximising distance | **Y** | **Posters in place**  **Staff to constantly remind** |
| * Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance | **Y** | **Playground rota in place** |
| 13. 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 where possible | **Y** | **Not needed – numbers are small** | **4 x 3 12** |
| * Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces | **Y** | **Everyone doing same timings 9am to 3.15pm including nursery** |
| * Stagger time for SEN Transport drop offs and pick ups | **N/A** |  |
| * Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council’s Highways Department | **Y** | **Using different – larger 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 as children enter classrooms**  **Lining up place indicated by teachers waiting** |
| * Unless essential, do not allow parent/carers to enter the buildings to drop off or collect children. If parents do need to enter the building ensure they have an understanding of the procedures in order to keep everyone safe. Do not allow gathering at the school gates to talk to other parents. | **Y** | **No entry onto school site at drop off and pick up**  **Use of story garden if essential**  **Parents to wait at gate**  **No new children settling at this time**  **Encourage children to enter site by themselves to reduce numbers**  **Give parents option for Y5 and Y6 children to walk home alone with parental permission (lone walker form)** |
| * Consider special arrangements for settling children who are new to the school to enable the reduction of contacts and maximising of distance from parents where possible | **Y** |
| * Identify drop off and pick up waiting areas that can reduce contacts and maximise distance | **Y** | **Use story garden as a buffer zone to give one last chance for a reluctant child to separate from parent and not block/hold up everyone else coming in** |
| * Extend gate/entrance opening times to prevent queueing | **Y** | **N/A** |
| * Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes | **Y** | **Parents 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 and social distanced lining up** |
| * Floor markings visible to all to avoid queuing | **Y** | **N/A** |
| * Parents given advice on walking/cycling to school, avoiding public transport and minimising driving | **Y** | **Encouraged to walk if living close** |
| * 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 | **Y** | **Travel plan ideas sent to school for consultation** |
| 14. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing. | **3** | 2 | 6 | * Advice to pupils and families on maintaining road safety procedures despite changes. | **Y** | **N/A** | **3 x 1 3** |
| * 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. | **N/A** |  |
| * Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc. | **Y** | **Barnet have discussed with Simon** |
| * Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required. | **Y** | **Barnet have discussed with Simon** |
| 15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes | **3** | 5 | 15 | * Break and lunch times are staggered | **Y** | **Break times don’t need to be**  **Lunchtime is anyway** | **3 x 4 12** |
| * External areas are designated for different groups | **Y** | **Zones which will rotate weekly** |
| * Pupils are reminded about the protocols of reduction of contacts and maximising distance before every break time | **Y** | **Teachers to remind** |
| * Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support. | **N** | **Not necessary** |
| 16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes | **3** | 5 | 15 | * Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime | **Y** | **Teachers to remind** | **3 x 4 12** |
| * Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area. | **Y** | **Sanitiser before eating also**  **Handwashing in classrooms** |
| * Dining room areas and other spaces are configured to ensure the reduction of contacts and maximising distance measures are in place when the children eat. Where possible children will be front facing and facing the same direction i.e. not face to face. | **In part** | **We can maximise space as much as is possible**  **Children will not be able to be front facing**  **They will be facing each other** |
| * Floor markings are clear to avoid queues | **Y** | **N/A** |
| * Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces | **Y** | **A second plate clearing station put in place so there is one per bubble in the dining hall to avoid bubbles mixing** |
| * If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not ‘share’ food | **Y** | **MTS to be vigilant** |
| * Eating areas are thoroughly cleaned after lunchtime | **Y** | **To use antibac spray in addition to normal cleaning** |
| 17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines | **4** | 5 | 20 | * Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for the reduction of contacts and maximising distance | **Y** | **Continue with 3 staffrooms**  **Staff need to take own responsibility for social distancing in staffroom**  Monitor and remind staff. This is a potential hot spot. Try and keep windows open to maximise fresh air supply and dilution  **Posters displayed**  **Cupboards taped off**  **Dishwasher taped**  **Staff to bring own cutlery & crockery**  **Offices are not shared** | **4 x 3 12** |
| * Staff have been briefed on the use of these rooms | **Y** | **Yes** |
| 18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures | **3** | 5 | 15 | * Reduction of contacts and maximising distance provisions are in place for medical rooms | **Y** | **Only 1 child at a time**  **Chairs in foyer as a waiting room – socially distances** | **3 x 3 9** |
| * Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged | **Y** | **Peripatetic music room or arboretum** |
| * PPE available if staff dealing with pupil with symptoms | **Y** | **Plenty of PPE** |
| * Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas | **Y** |  |
| 19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines | **3** | 5 | 15 | * Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school. | **Y** |  | **3 x 1 3** |
| * The maximising distance floor markings are clearly in place | **N/A** | **No parents on site & staff cannot gather in foyer** |
| * Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty | **Y** | **Posters** |
| * Non-essential visitors to school and deliveries are minimised | **Y** |  |
| * Arrangements are in place for visitors to stay apart | **Y** |  |

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| **C. Hygiene and protective controls** | | | | | | | | |
| 20. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission. | **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 clean and some areas twice daily** |
| * 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** |  |
| 21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear. | **4** | 5 | 20 | * Testing of staff or pupils – if school has home testing kits - give to any symptomatic staff or pupil when they are sent home. If not, ensure the staff/parents/pupils know the process to get tested. | **Y** | **We have 10 kits** | **3 x 4 12** |
| * Ensure that pupils, staff and other adults do not come into the school if they have [coronavirus (COVID-19) symptoms](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus), or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home | **Y** | **As far as possible** |
| * Make arrangements to isolate anyone with symptoms and have clear guidance and protocols | **Y** | **Arboretum or peripatetic music room** |
| * PPE on hand. | **Y** |  |
| * Active engagement with NHS Test and Trace | **Y** | **Yes** |
| 22. 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** |  | **4 x 4 16** |
| 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**  **Some things done at lunchtime**  **EYFS and hard equipment equipment in Milton**  **Wipes and spray in every room**  **Rotation of equipment in KS1 and EYFS e,g pencils, reading books** |
| * 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** | **equipment can go home with staff and children**  **Discourage** |
| * Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom. | **Y** | **KS2 own pencil case** |
| * Teachers should make sure they wash their hands and surfaces, before and after handling pupils’ books | **Y** | **Sanitiser for staff use in all classrooms**  **Sanitiser by photocopiers** |
| * Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations. | **Y** | **As above** |
| * There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this | **Y** | **In September letter** |
| 23. 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 keep an eye on stock and order before it runs low** | **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 tissues on lids**  **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** |  |
| 24. 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** | **own choice**  **Staff encouraged to wear at gate near parents or in wet weather end of day plan** | **3 x 1 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** | **Posters about donning & doffing PPE displayed** |
| * Staff are reminded that the wearing of gloves is not a substitute for good handwashing | **Y** |  |
| 25. Pupils forget to wash their hands regularly and frequently | **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 & handbook** | **4 x 3 12** |
| * Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class. | **Y** | **Posters up** |
| * School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. | **Y** | **Staff to model good hand washing** |
| 26. Pupils’ behaviour on return to school does not comply with reduction of contacts and maximising distance guidance | **3** | 5 | 15 | * Clear messaging to pupils on the importance and reasons for reducing contacts and maximising distance is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling. | **Y** |  | **3 x 4 12** |
| * Staff model reducing contacts and maximising distance consistently. | **Y** | **Reminders to be given** |
| * The movement of pupils around the school is minimised. | **Y** |  |
| * Large gatherings are avoided inc assemblies | **Y** |  |
| * Break times and lunch times are structured to support the reduction of contacts and maximising distance and are closely supervised | **Y** |  |
| * The school’s behaviour policy has been revised and sets out clearly the consequences for poor behaviour and deliberately breaking the rules and how the school will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. | **Y** | **Displayed in every classroom**  **COVID rules to run alongside existing behaviour plan** |
| * Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed. | **Y** |  |
| * Messages to parents reinforce the importance of reduction of contacts and maximising distance | **Y** |  |
| * Arrangements for younger primary school children have been agreed and staff are clear on expectations. | **Y** |  |
| * Arrangements for pupils with SEN have been agreed and staff are clear on expectations. | **Y** |  |
| **D. Premises and Buildings** | | | | | | | | |

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| 27. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required | **4** | 5 | 20 | * A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening. | **Y** | **School cleaned at end of last term and start of new term** | **4 x 3 12** |
| * An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include:   + more frequent cleaning of rooms / shared areas that are used by different groups   + frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach   + the regular cleaning of toilets | **Y** | **Staff and TAs to be using wipes and sprays as necessary** |
| * Working hours for cleaning staff are increased | **N** | **Deep clan before return**  **Not necessary ongoing** |
| 28. The use of fabric chairs may increase the risk of the virus spreading | **3** | 5 | 15 | * Take fabric chairs out of use where possible. | **Y** | **In classroom is just for the one teacher**  **Soft furnishings reference has been removed from new guidance**  **Hard and soft chairs available – staff choice** | **3 x 5 15** |
| * Where that is not possible then ensure chairs are limited to single person use. | **Y** | **Not possible in staffroom**  **New staffroom chairs ordered for round table area – Not fabric – washable**  **Some plastic classroom chairs brought up so there is choice for staff**  **Soft furnishings reference has been removed from new guidance** |
| 29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures | **4** | 5 | 20 | * Follow DfE guidelines for number of pupils per toilet | **N** | **Can only go with what we have available** | **4 x 3 12** |
| * Queuing zones for toilets and hand washing have been established and are monitored. | **Y** | **Toilet doors labelled** |
| * Floor markings are in place to enable reduction of contacts and maximising distance. | **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** |  |
| * The toilets are cleaned frequently as laid out in the enhanced cleaning schedule | **Y** | **Twice a day** |
| * Monitoring ensures a constant supply of soap and paper towels | **Y** | **Cleaner refills at lunchtime if necessary** |
| * Bins are emptied regularly. | **Y** | **Twice daily** |
| * Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. | **Y** | **Especially in EYFS** |
| 30. 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 reduction of contacts and maximising distance rules during evacuation and at muster points   + A possible need for additional muster point(s) to enable reduction of contacts and maximising distance where possible | **Y** | **There will always be fire Marshalls in school** | **4 x 3 12** |
| * Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities) | **Y** | **Teachers to check fire routes as normal** |
| * Incident controller and fire marshals have been trained and briefed appropriately. | **Y** |  |
| 31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively | **4** | 4 | 16 | * Plans for fire evacuation drills are in place which are in line with reduction of contacts and maximising distance measures e.g. bubble muster points | **Y**  **N/A**  **N/A** | **No PPE needed**  **Review as necessary**  **No PEEPS required as far as we are currently aware’.** | **4 x 2 8** |
| * Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons. |
| * Consider access route for teachers and pupils with mobility issues, as reduction of contacts and maximising distance measures may not be possible during an emergency |
| 32. Fire marshals absent due to self-isolation | **4** | 5 | 20 | * An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. | **Y** | **Have 8 more fire marshalls than before but not all will be in school at any one time due to rotas** | **4 x 1 4** |
| 33. All systems may not be operational | **3** | 1 | 3 | * Government guidance is being implemented where appropriate, see following link:   https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown | **N/A** | **All checks as normal have been carried out** | **3 x 1 3** |
| * All systems have been recommissioned including:   Water systems (particularly legionella testing and controls in place)  Electrical and gas safety checks  Emergency escapes, lighting and fire detection systems  Security systems  Lifts and escalators  Heating  Ventilation systems | **N/A** | **School has been in use whole time – nothing closed down** |
| 34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown | **4** | 3 | 12 | * All statutory compliance is up to date. | **Y** |  |
| * Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. * The following guidance has been followed where appropriate: <https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm> | **N/A** | **Water testing has been ongoing** | **4 x 2 8** |
| 35. Lack of good ventilation means that there is risk of transmission | **3** | 4 | 12 | * Ensure good ventilation in classrooms and common areas e.g. through opening a window | **Y** | **Windows and doors opened as appropriate to allow good ventilation – teacher discretion**  **Will involve regular opening and closing**  **Children & staff to dress warmly** | **3 x 3 9** |
| * Follow guidance in the following link: * [air conditioning and ventilation during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm). |
| 36. Visitors to the site (including parents) add to the risk | **4** | 5 | 20 | * Signage giving routes, procedures, entrances and exits to be followed. | **Y** |  | **4 x 2 8** |
| * Limit the external visitors to the school during school hours | **Y** | **Parents not to come in to buildings**  **Meetings e,g ARs to be via Zoom still** |
| * Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer. | **Y** | **Pens available**  **Sanitiser at sign in desk** |
| * 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 telephoning, emailing**  **Only in for first aid emergency** |
| * Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings ‘virtually’ | **Y** | **Already doing - continue** |
| 37. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control | **4** | 3 | 12 | * Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. | **Y** | **No planned works while children on site**  **Site Manager aware of procedures and will accompany any contractors on siteb at all times for any necessary visits** | **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 | **N/A** |  |
| * Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective reduction of contacts and maximising distance is maintained at all times. | **Y** |  |
| * Alternative arrangements have been considered such as using a different entrance and exit for contractors and organising classes so that contractors and staff/pupils are kept apart. | **N/A** |  |
| * Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed. | **N/A** |  |
| * 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). | **N/A** | **No works at present**  **Implement IF necessary** |

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| **E. General** | | | | | | | | |
| 38. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances | **3** | 5 | 15 | * All relevant policies have been revised to take account of government guidance on the system of controls: protective measures regarding COVID-19 and its implications for the school. | **Y** | **Ongoing**  **handbook**  **Additions rather than revisions – e,g behaviour, H&S** | **3 x 3 9** |
| * The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.  ~~(LBB will issue guidance on this shortly)~~ | **Y** | **This RA has been approved by Barnet H&S format** |
| * Staff, pupils, parents and governors have been briefed accordingly. | **Y** | **Ongoing as changes are made** |
| 39.Curriculum/  Learning Environment | **4** | 5 | 20 | * Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place. * Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.: * in PE pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. * In music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies. | **Y**  **Y** | **Have followed guidance and share with staff**  **Plastic screen being purchased for singing**  **PPE available**  **Where possible but this is not feasible in small classrooms and is not age appropriate in lower year groups especially KS1 and EYFS** | **4 x 4 16** |
| * Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support. |
| 40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health | **4** | **5** | **20** | * Communications strategies for the following groups are in place:   + Staff (inc staff at breakfast club and after school activities)   + Pupils   + Parents   + Governors/Trustees   + Local authority   + Health services   + Regional Schools Commissioner   + Professional associations   + Other partners   + Neighbouring schools/EY settings   + Highways department | **Y** | **Updated as necessary when new info has to be shared**  **RA shared**  **New staff handbook September**  **Reminders**  **Letters to parents**  **Assemblies**  **Pupil assemblies** | **4 x 2 8** |
| * Parents are communicated with to make sure they know:   + whether their child will be able to attend from 2nd Sept   + 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** | **Letters & Newsletters** |
| 41. Pupils who are unable to attend school because they are complying with clinical and/or public health advice are not receiving access to remote education | **4** | 4 | 16 | * School is aware of current guidelines for shielding | **Y** | **Yes** | **4 x 3 12** |
| * Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis. | **Y** | **N/A**  **Schools closed to most pupils** |
| * Parents have been asked to make the school aware of pupils’ health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. | **Y** | **N/A** |
| * Schools have a regularly updated register of pupils with underlying health conditions. | **Y** |  |
| * Staff are available to ensure pupils at home continue to be provided with remote education | **N** | **Yes** |
| 42. Pupils’ mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general | **2** | 5 | 10 | * There are sufficient numbers of trained staff available to support pupils with mental health issues. | **Y** | **Yes** | **2 x 4 8** |
| * There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. | **Y** | **Mental Health first aider in school**  **Qwell/Kooth** |
| * 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 wellbeing activities**  **PHSE**  **Training**  **Zones of regulation**  **HT. DHT. LM have attended emotional coaching training**  **LM has done psychological first aid course** |
| * Resources/websites to support the mental health of pupils are provided. | **Y** | **Yes lots on website**  **Practical activities in class**  **Support for individual parents & families** |
| 43. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general | **3** | 4 | 12 | * Staff are encouraged to focus on their wellbeing. | **Y** | **Lots of email support during lockdown**  **Staff Inset**  **Regularly keeping staff informed of things** | **3 x 2 6** |
| * Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. | **Y** | **In school and phone calls** |
| * Staff briefings and training have included content on wellbeing | **Y** | **Yes** |
| * Staff briefings/training on wellbeing are provided. | **Y** |  |
| * Staff have been signposted to useful websites and resources. | **Y** | **DHT has emailed**  **Qwell** |
| 44. 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** | **Meetings as planned**  **These will continue via Zoom for first half of Autumn term** | **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** | **RA shared with governors** |
| * 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** | **As necessary** |
| * Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. | **Y** | **Weekly calls** |
| * 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** |  |
| 45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing | **3** | **5** | **15** | * Guidance on test and trace has been published. | **Y** | **Share with staff**  **In handbook** | **3 x 1 3** |
| * The guidance has been explained to staff | **Y** |  |
| * Post-testing and tracing support is available for staff. | **Y** | **It will be if needed** |
| 46. 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** | **Following DFE guidance** | **4 x 3 12** |
| * Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of test and trace for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. | **Y** |  |
| * Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically vulnerable** and **clinically extremely vulnerable** should these apply | **Y** |  |
| * A record of any COVID-19 symptoms in staff or pupils is reported to the local authority and, in the case of academies, the trust | **Y** | **Yes** |
| 47. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school’s procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 | **4** | **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** | **4 x 4 16** |
| * This guidance has been explained to staff and pupils as part of the induction process. | **Y** | **Staff Handbook** |
| * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | **Y** | **As and when needed** |
| 48. Staff, pupils and parents are not aware of the school’s procedures should there be a confirmed case of COVID-19 in the school including test and trace | **4** | **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** | **DFE guidelines shared**  **As required** | **4 x 4 16** |
| * This guidance has been explained to staff and pupils as part of the induction process. | **Y** | **Staff handbook** |
| * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | **Y** |  |
| 49. Staff, parents and carers are not aware 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). * Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures | **Y** | **Remind them Children not to wear face masks to school** | **4 x 3 12** |