

COVID-19: DRAFT Operational Risk Assessment for School Reopening

SCHOOL NAME: BARNFIELD PRIMARY SCHOOL

| Member of Staff and Job Title: | Date of Assessment: | Date of Review: | Covered by this assessment: |
|---|---------------------|-----------------|---|
| Lisa Golding – Headteacher Duncan Quigley – Deputy Headteacher Fiona Williamson – Assistant Head Callum Moore – Inclusion Leader Jackie Bramble – Learning Mentor Lorna Browring – Office Manager Jay Drury – Temporary Site Manager | 18.5.20 | 23/5 – V2 | 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) 2012 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 | 4 | 12 | <ul style="list-style-type: none"> Audit staff availability from the start of the week when extra pupils will be attending. | Y | | 12 |
| | | | | <ul style="list-style-type: none"> Establish how many and which staff will be available, through RAG rating (vulnerable staff/those fit for work) | Y | Current planned capacity Classes to be split into 3 bubbles 2/6 – (KG) 4 bubbles 8/6 – Year 1 5 bubbles 8/6 – Nursery am and Nursery pm 15/6 – Reception 5 bubbles 15/6 – Year 5 6 bubbles | |
| | | | | <ul style="list-style-type: none"> 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 | Nursery – 10 children per bubble Max 20 per session 1 adult per bubble Additional adult in bubbles identified as needing more support. | |

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| | | | | <ul style="list-style-type: none"> Flexible and responsive use of teaching assistants (note DfE guidance on one teacher per group or one TA supervised by a teacher) | Y | All available adults being deployed | |
| | | | | <ul style="list-style-type: none"> 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 DQ liaise with CM | A – Additional adult in bubble Designated space (sub bubble) Part time timetable – mornings only Review with family Callum to add Children | |
| | | | | <ul style="list-style-type: none"> Full use is made of testing to inform staff deployment | Y | The recommendation proposed is that adults and/or children who develop symptoms should go home and get tested. Staff informed LG send out reminders Display staff room - LB to source poster | |
| | | | | <ul style="list-style-type: none"> 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 | Online learning will continue for all year groups until end of academic year | |
| 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 | 4 | 12 | <ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. | Y | As of 19/5 32 staff available (not including SLT) 16 staff unavailable DQ to be lead moving forward – attendance procedure – DQ to create addendum Share with staff | 10 |
| | | | | <ul style="list-style-type: none"> Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. | Y | On-going...current online school arrangements to be maintained This may be an area we need to review once numbers in school are finalised. | |

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| | | | | <ul style="list-style-type: none"> Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. | Y | On-going This may be an area we need to review once numbers in school are finalised. | |
| | | | | <ul style="list-style-type: none"> Full use is made of testing to inform staff deployment. | Y | The recommendation proposed is that adults and/or children who develop symptoms should go home and get tested. Create testing policy in line with attendance – DQ Parent home school covid agreement | |
| | | | | <ul style="list-style-type: none"> A blended model of home learning and attendance at school is utilised until staffing levels improve. | Y | On-going This may be an area we need to review once numbers in school are finalised. FW to create new expectations and share with staff LG to share with families after half term | |
| | | | | <ul style="list-style-type: none"> For pupils with SEN, consider the use of an individual Re-integration Plan. | Y | Inclusion leader in weekly contact with families. Re-integration plans created as required | |
| 3. Risk of infection of extremely clinically vulnerable members of the household of a member of staff. | 4 | 4 | 16 | <ul style="list-style-type: none"> Staff member only attends work if stringent social distancing can be adhered to; otherwise they should be encouraged to work at home | Y | LG to make calls – 21/5 to staff identified in categories 2 and 3 1:1 conversations for staff who fall into yellow category. Individual risk assessments as required. Consider re-deployment | 15 |
| 4. Risk of not covering essential functions (first-aid, DSL, SENCo). | 3 | 3 | 9 | <ul style="list-style-type: none"> Provide cover for the role from within available staffing | Y | 3 DSOs available in school from 01/06 Sufficient First Aiders | 9 |
| | | | | <ul style="list-style-type: none"> Or remote support via another school, Academy Trust or the LA | | N/A | |
| | | | | <ul style="list-style-type: none"> First Aid certificates extended for 3 months | SA | SA to provide information. All support staff already trained | |

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| | | | | <ul style="list-style-type: none"> Follow Covid19-First responders guidance when administering emergency first aid as social distancing may not be possible to maintain while attending to individuals. | SA | Staff to be made aware of DFE guidance INSET | |
| | | | | <ul style="list-style-type: none"> Programme of training for additional staff in place (e.g. Safeguarding) | Y | N/A – 3 DSOs | |
| 5. Risks to health and safety because staff are not trained in new procedures. | 3 | 3 | 9 | <ul style="list-style-type: none"> A revised staff handbook is issued to all staff prior to reopening. | LG | This risk assessment will act as an addendum to staff handbook 'Risk Assessment for Opening Barnfield' and 'Preparing the School for larger numbers of children from 1st June' | 7 |
| | | | | <ul style="list-style-type: none"> Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> Infection control Fire safety and evacuation procedures Constructive behaviour management Safeguarding Risk management | LG | 1st June to be used to share Create briefing sheets by 28/5 SA – Infectious control FW – Fire DQ – Behaviour LG – Safeguarding VP – Risk management CM – FAQ for staff FW - suggested activities for ch - breaks DQ – attendance policy | |
| 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 | 2 | 8 | <ul style="list-style-type: none"> 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 | Y | Staff survey identifying categories 1:1 calls – individual risk assessments as appropriate In staff comms they have been made aware of their responsibilities to inform HT if situation changes. Staff Handbook Addendum also instructs staff to inform HT immediately | 8 |

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| | | | | <p>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</p> | | | |
| | | | | <ul style="list-style-type: none"> 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 | <p>To be undertaken during 1:1 calls 21/5 and 22/5</p> <p>The headteacher has asked all staff who fall into this category to provide proof of underlying health conditions which may be applicable. Tracking to kept by the office manager.</p> <p>LG to check in and record</p> <p>LB to create tracker with weekly review dates.</p> | |
| | | | | <ul style="list-style-type: none"> 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 | Staff survey and guidance issued 18/5 | |
| | | | | <ul style="list-style-type: none"> 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 | Yes, unless they have chosen to come in and do a socially distant role. | |
| | | | | <ul style="list-style-type: none"> Current government guidance is being applied. | LG | Check for revised guidance | |
| 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 | 4 | 12 | <ul style="list-style-type: none"> 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 | <p>Due to size of rooms:</p> <p>Nursery – split into two – max 10 including outside space</p> <p>Classrooms – max of 10 (3 rooms required per class) Playground used on a rota – no free flow for EYFS</p> <p>Playground to be used on a rota basis</p> <p>Music room – max of 15</p> <p>All bubbles to be kept separate</p> | 12 |

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| | | | | | | <p>Max capacity at 23 bubbles including key groups.</p> <p>May not be able to staff all year groups if KG numbers increase over projected numbers.</p> | |
| | | | | <ul style="list-style-type: none"> Take account of the needs of individual pupils, including those with SEN. | Y | <p>CM identified children with families and staff identified.</p> <p>All planned 1:1s completed based on parent information 22/5</p> <p>No further capacity for additional 1:1s</p> | |
| | | | | <ul style="list-style-type: none"> Classes and outdoor areas remodelled to allow for individual workstations as appropriate and social distancing | Y | <p>All heavy furniture moved for by 22/5</p> <p>Nursery / Rec / Y1 & 6 / staff room</p> <p>Junior corridor – half term / music room</p> <p>Teachers and TAs in learning groups to come in week beginning 1st June to create safe environments in each classroom.</p> <p>Each year group to contain three bubbles – Red / Yellow and Blue. These colours are assigned specific areas in communal spaces (toilets, playground, staff room)</p> <p>Rota to be created for outside areas</p> <p>DQ to create break and allocated space timetable</p> | |
| | | | | <ul style="list-style-type: none"> Spare chairs and other furniture removed so cannot be used | Y | <p>All items moved by 28/5 – small dining room</p> <p>End booster room /</p> <p>Y6 Intervention room</p> <p>All soft furnishings removed w/c 1/6 by staff</p> | |
| | | | | <ul style="list-style-type: none"> Protocols around 'social distancing' shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood social distancing. | FW | <p>Include as part of COVID pack</p> <p>Posters: Keep in your Bubble</p> | |

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| | | | | 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. | | All bubble leads to share with children each morning, before play and lunch. UR – Amend for EYFS | |
| | | | | <ul style="list-style-type: none"> Clear signage displayed in classrooms promoting social distancing | Y | Signage created Jay / LG / FW / LB to organise and distribute LG check each room before signing off | 10 |
| | | | | <ul style="list-style-type: none"> 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 | Bubble system planned for – no cross interaction. Children will be unable to move bubbles – planning based on parent survey response | |
| 8. Risk of transmission in large spaces used as classrooms/ teaching spaces | 3 | 4 | 12 | <ul style="list-style-type: none"> Limits are set for large spaces e.g. dining hall, school hall, sports hall | Y | The main hall will not be used. Children will use their allocated bubble and their allocated outside space at the allocated time. | |
| | | | | <ul style="list-style-type: none"> Large gatherings are not permitted | Y | Bubble system planned for – communicated with staff Virtual staff meetings / assemblies | |
| | | | | <ul style="list-style-type: none"> Design and layout and arrangements in place to allow for social distancing | Jay / LG | Staggered morning drop offs and end of day collections Staff to enter classrooms off corridors and exit via external doors onto main playgrounds. One way system in place from door outside DHT office, up to staff room. Staffroom – only two people in the kitchen area | |
| 9. Risks of transmission during use of the outdoor | 3 | 3 | 9 | <ul style="list-style-type: none"> Leadership are realistic about social distancing and young children in outside spaces | Y | Leadership has been transparent with staff and parents. | 9 |

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| learning environment for young children | | | | <ul style="list-style-type: none"> Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside | Y | <p>All additional resources ordered. Hand sanitiser available opposite main external doors from playground. External doors leading to building to be kept open to reduce touch points Include as part of Home School Agreement</p> | |
| | | | | <ul style="list-style-type: none"> Close down drinking fountains and make arrangements for individual water bottles for children | Y | <p>All fountains turned off FAQ – parents informed re water bottles</p> | |
| | | | | <ul style="list-style-type: none"> Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances | Y | <p>All outside play areas shut down FW / HH to identify suggested activities for children during lunch and break – w/c 1.6</p> | |
| | | | | <ul style="list-style-type: none"> Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam | CT | <p>W/C 1st June – staff onsite to organise resources in inline with guidance. Inappropriate resources removed from classrooms EYFS – Boxes of resources for each bubble Handwashing before and after use Staff to wipe down regularly</p> | |
| | | | | <ul style="list-style-type: none"> Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available | | <p>FW / HH to create suggestions as starting points for bubble leads</p> | |
| | | | | <ul style="list-style-type: none"> Outside spaces are divided and demarked for smaller groups of children to use to facilitate children staying in their smaller groups | Jay / LG DQ | <p>DQ and LG to create timetable Ascertain availability and divide areas Bubble leaders will know which space to use Timetable</p> | |
| | | | | <ul style="list-style-type: none"> Where outside space must be shared arrangements for cleaning between groups are in place | UR FW CTs | <p>Playground equipment not to be shared. Each bubble to have own resources. UR to create Rec boxes</p> | |

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| | | | | | | FW to create Y1 boxes and key groups SS/HH to create Y6 boxes Boxes created by 2/6 | |
| | | | | <ul style="list-style-type: none"> Resources are limited to facilitate effective cleaning daily | Y | Enhanced hygiene/hand cleaning routines before and after use of resources. | |
| | | | | <ul style="list-style-type: none"> 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 | UR | Allocate resources to bubbles – SB and UR to create rota for children to use / adult decide beginning of each break Ch to use that resource for break Wiped down after break | |
| | | | | <ul style="list-style-type: none"> 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 | Resources moved and put into storage | |
| 10. Risks of transmission due to movement around the school. | 4 | 3 | 12 | <ul style="list-style-type: none"> Arrange for corridors to be one-way where possible | Y | One way from outside DHT office to staff room Staff to enter classrooms off corridors but leave via fire exit door onto playground. Main doors off playgrounds to be kept open Chevrons/ arrows on the floor indicating direction of travel. With one way posters also on the walls. | 11 |
| | | | | <ul style="list-style-type: none"> Clear signage and markers for the youngest children | LB JH | Chevrons/ arrows on the floor | |
| | | | | <ul style="list-style-type: none"> Corridors are divided where feasible | | Not possible due to narrow width | |
| | | | | <ul style="list-style-type: none"> Pinch points and bottle necks are identified and managed | Y | New beginning and end of day collection arrangements to stagger the number of people in the playground. | |

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| | | | | | | <p>One way system in school to prevent bottle neck</p> <p>Parents to 'kiss and wave' at the main gate in the morning. Alphabetical times – 8.45 – 9am 9am – 9.15am</p> <p>Hometime Y6 lone travellers leave at 2.45pm via blue gate and pedestrian gate. Alphabetical times for Rec and Y1 2.45pm - 3pm 3 – 3.15pm</p> <p>Key group 2,45 – 3.15pm –dismissed from football playground enter via the main gate (cones to stop cars coming in) Groups allocated time slots In through first gate – out through second Jay Arrow to indicate flow</p> <p>SLT at each point to oversee</p> | |
| | | | | <ul style="list-style-type: none"> Movement of pupils and staff around the school is minimised | Y | <p>External doors used to go out to play. No use of the hall for eating or assemblies. Only children going to the toilet will be in the corridors.</p> | |
| | | | | <ul style="list-style-type: none"> Pupils are reminded regularly of social distancing protocols | Y | <p>Posters on the walls and daily reminders from bubble leaders.</p> | |

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| | | | | <ul style="list-style-type: none"> Appropriate duty rota and levels of supervision in place | DQ/LG | Timetable and rota in place | |
| 11. Risk of transmission due to number of people near entrances and exits at the start and end of the school day. | 4 | 4 | 16 | <ul style="list-style-type: none"> Start and departure times are staggered | LG | <p>Alphabetical times – including nursery 8.45 – 9am 9am – 9.15am</p> <p>Y6 lone travellers leave at 2.45pm via blue gate and pedestrian gate Y6 with siblings in Nur / Rec / Y1 to meet adult in designated area – dismissed with sibling Y6 being collected dismissed from football playground 3-3.15pm</p> <p>Alphabetical times for Rec and Y1 2.45pm - 3pm 3 – 3.15pm One way at hometime – exit via nursery gate Nursery 3.15 pm Group 1 Nursery 3.30pm Group 2 Parents to walk long way round following one way Check what time siblings being collected</p> <p>Key group 3pm – 3.15pm –dismissed from football playground</p> <p>FW – create beginning and end of day briefing sheet for families</p> | 14 |
| | | | | <ul style="list-style-type: none"> Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces | LG | See end of day arrangements | |

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| | | | | | | Late children – stand outside bubble door with teacher Y6 and key group late – stand 2m apart in Infant playground – bubble leader to bring up | |
| | | | | <ul style="list-style-type: none"> Stagger time for SEN Transport drop offs and pick ups | | N/A | |
| | | | | <ul style="list-style-type: none"> Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department | Y | All appropriate access points are being maximised | |
| | | | | <ul style="list-style-type: none"> 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 | Bub Lead SLT | Staggered start Y6 and KG to wash their hands on entry to the building - sanitiser station by kitchen and then again when they reach classroom. EYFS and Y1 Wash hands as soon as enter. Ch. wait outside classroom until they are able to wash hands. | |
| | | | | <ul style="list-style-type: none"> 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 | Shared with parents via FAQs Reminders sent. | |
| | | | | <ul style="list-style-type: none"> Identify drop off and pick up waiting areas that can retain social distancing | Y | Staggered beginning an end of day times to avoid waiting. SLT visible presence to enforce. | |
| | | | | <ul style="list-style-type: none"> Extend gate/entrance opening times to prevent queueing | Y | Staggered beginning and end of day times. | |

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| | | | | <ul style="list-style-type: none"> Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes | | Beginning and End of Day briefing sheet for families LG – INSET LB and Jay – Signage | |
| | | | | <ul style="list-style-type: none"> A plan is in place for managing the movement of people on arrival to avoid groups of people congregating | Y | Staggered pickups and drop offs; one way system in the afternoons. Kiss and Wave – mornings. | |
| | | | | <ul style="list-style-type: none"> Floor markings visible to all to avoid queuing | | Spots painted on floor by shelter for late children. LB – Floor markings by main gate One way to collect children. | |
| | | | | <ul style="list-style-type: none"> Parents given advice on walking/cycling to school, avoiding public transport and minimising driving | Y | FAQ Reminders sent to parents | |
| | | | | <ul style="list-style-type: none"> Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage | | N/A | |
| | | | | <ul style="list-style-type: none"> Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space | | Monitor flow of traffic | |
| 12. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedure and the need for social distancing. | 3 | 3 | 9 | <ul style="list-style-type: none"> Advice to pupils and families on maintaining road safety procedures despite changes. | LG | As part of parent communication for returning to school | 7 |
| | | | | <ul style="list-style-type: none"> For those that have to drive, advice on places they should and should not pick up, drop off and park | LG | As part of parent communication for returning to school | |
| | | | | <ul style="list-style-type: none"> Arrangements for kiss and drop, if deemed appropriate ,in consultation with Highways, promoted to staff, children and families. | Y | Not possible | |
| | | | | <ul style="list-style-type: none"> Suitability of operation of School Crossing Patrol site considered in consultation with | Y | Not possible | |

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| | | | | Highways and, if deemed suitable, temporary measures/procedures implemented. | | | |
| | | | | <ul style="list-style-type: none"> Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc. | Y | Not possible | |
| | | | | <ul style="list-style-type: none"> Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required. | Y | Not possible | |
| 13. Risk of transmission because pupils do not observe agreed protocols of social distancing at playtimes | 3 | 4 | 12 | <ul style="list-style-type: none"> Playtimes are staggered | DQ | Identify times - rota in place | 12 |
| | | | | <ul style="list-style-type: none"> External areas are designated for different groups | DQ | See break time plan – rota in place DQ to create | |
| | | | | <ul style="list-style-type: none"> Pupils are reminded about the protocols of social distancing before every playtime | Bub Lead | Adults to refer to bubble posters in classrooms Shared with staff via INSET FW to create | |
| | | | | <ul style="list-style-type: none"> Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support. | Y | This may change as more children return – RA to be undertaken | |
| 14. Risk of transmission because pupils do not observe agreed protocols of social distancing at lunchtimes | 3 | 3 | 9 | <ul style="list-style-type: none"> Pupils are reminded about the protocols of social distancing before every lunchtime | Bub Lead | Adults to refer to bubble posters in classrooms Shared with staff via INSET FW to create | 9 |
| | | | | <ul style="list-style-type: none"> Pupils wash their hands before and after eating | Bub Lead | Adults to refer to bubble posters in classrooms Shared with staff via INSET FW to create | |
| | | | | <ul style="list-style-type: none"> Dining room areas and other spaces are configured to ensure social distancing measures are in place when the children eat | Bub Lead | Children eating in classrooms to reduce transition and cross contamination points. | |

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|--|------------------|-----------------------|-----------------------|---|----------------|--|---------------------------------------|
| | | | | | MTS | | |
| | | | | <ul style="list-style-type: none"> Floor markings are clear to avoid queues | Y | <p>Markings outside dining room / children's toilets.</p> <p>Not possible for staff toilets – posters displayed and in/out system used</p> | |
| | | | | <ul style="list-style-type: none"> 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 | All children eat in their home room- packed lunches. | |
| | | | | <ul style="list-style-type: none"> If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food | Y | <p>Included as part of home school agreement</p> <p>DQ to check</p> <p>This document to be shared with staff 1/6</p> | |
| | | | | <ul style="list-style-type: none"> Eating areas are thoroughly cleaned after lunchtime | Y | <p>Adult in bubble to clean area</p> <p>Cleaning staff to clean at the end of day</p> | |
| 15. Staff rooms and offices do not allow for observation of social distancing guidelines | 4 | 3 | 12 | <ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing | Jay & LG | <p>Soft furniture to be removed</p> <p>Tables spaced out – colour coded for 'homerooms'</p> <p>Guidance for kitchen use</p> <p>2nd Microwave put in main room</p> <p>Staff pigeon holes moved</p> <p>Jay to complete above by 28/5</p> <p>FW to create kitchen guidance – displayed in staff room and shared with staff</p> | 10 |
| | | | | <ul style="list-style-type: none"> Staff have been briefed on the use of these rooms | LG | Information shared at inset 1/6 – addendum | |
| | | | | <ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms | LG SA | Majority of first aid requirements dealt with in bubbles – staff to wear gloves, wash hands after. | 7 |

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| compromise social distancing measures | | | | | Bub Lead | <p>Each bubble to have own radio connected to office and Welfare.</p> <p>Staff to radio if child:</p> <ul style="list-style-type: none"> • has a high temperature • has lost their sense of smell • develop a new, dry cough <p>Bubble leaders need to contact whoever is on duty in the Medical Room.</p> <p>The child needs to be collected by the person on duty in the Medical Room in full PPE.</p> <p>Parents to be contacted to collect their child. Parents should be advised to have their child tested.</p> | |
| | | | | <ul style="list-style-type: none"> • Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged | Y | <p>Child to wait in FW's room and overseen by welfare lead from corridor</p> <p>Fire exit door to be open</p> <p>Room to be deep cleaned once child has left</p> <p>No one to use room until this has taken place</p> <p>LB to create 'no entry sign'</p> | |
| | | | | <ul style="list-style-type: none"> • PPE available if staff dealing with pupil with symptoms | Y | <p>Awaiting delivery from Barnet – arrived 22/5</p> | |
| | | | | <ul style="list-style-type: none"> • Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas | Y | <p>Advise Birkin – deep clean of rooms.</p> <p>Communicated by temp site manager and office staff</p> | |
| 17. Groups of people gather in reception areas which may contravene | 3 | 3 | 9 | <ul style="list-style-type: none"> • Parents are made aware of new school procedures prior to their children starting back at school | Y | <p>FAQ shared with parents –</p> | 8 |

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| social distancing guidelines | | | | • Social distancing floor markings are clearly in place | Y | Identified inside and outside | |
| | | | | • Social distancing protocols and guidance are clearly displayed to protect those staff on reception duty | Y | Phone duty only – headless sets ordered | |
| | | | | • Non-essential visitors to school and deliveries are minimised | Y | Delivery drivers have 2 metre squared areas to drop off parcels. Non essential visitors will not be permitted on the school site. | |
| | | | | • Arrangements are in place for visitors to stay apart | | No visitors on site | |
| 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 | 4 | 12 | • Ensure frequent hand cleaning and good respiratory hygiene practices | Y | Handwashing posters, regular handwashing led by the bubble leaders FW to create poster | 11 |
| | | | | • Regular cleaning | Y | Extra surface cleaning at lunchtime and regular daily cleaning. Extra toilet cleaning throughout the day. A deep clean every Wed and Fri. Jay to create cleaning schedule for ST by 2/6 | |
| | | | | • Minimise contact and mixing (see above) | Y | Social Distancing to be adhered to in the staff room, staggered breaks and lunchtimes. | |
| | | | | • See sections above re start and end of day arrangements, playtimes and break times | LG | | |
| 19. Risk of staff or children with the virus coming into school when symptoms are not clear. | 4 | 3 | 12 | • Testing of staff or pupils | Y | Information has been shared about testing of staff and pupils to whole community | 11 |
| | | | | • Temperature checks | Y | Contactless thermometers to check adults on entry to building and any unwell children | |
| | | | | • Make arrangements to isolate anyone with symptoms and have clear guidance and protocols | SA | Unwell person to sit in AHT office | |

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| | | | | <ul style="list-style-type: none"> PPE on hand. | Y | <p>Currently on site</p> <p>LB to maintain good level stock</p> | |
| 20. Risk of the virus spreading via surfaces in the school unless there is regular cleaning | 4 | 3 | 12 | <ul style="list-style-type: none"> 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 | <p>Toys separated - washed after each session</p> <p>Resources separated – washed after each session</p> | 11 |
| | | | | <p>Establish arrangements for all frequently touched surfaces and equipment e.g.</p> <ul style="list-style-type: none"> door handles handrails tabletops play equipment toys electronic devices (such as phones) specialist equipment, including equipment used by pupils with SEN <ul style="list-style-type: none"> o | Y | <p>Antibacterial spray and wipes ordered and stored in every classroom.</p> <p>Those surfaces are cleaned multiple times a day by cleaners and by other school staff when needed.</p> <p>Stagger cleaners twice a day</p> <p>Doors to be wedged open</p> <p>Phones and photocopiers to be wiped with disinfectant after use</p> <p>LG to add to bubble lead info</p> <p>LB to order and distribute</p> <p>Jay to maintain – inform when stock running low</p> | |
| | | | | <ul style="list-style-type: none"> 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 | Jay to oversee Birkin staff and liaise with supervisor | |
| | | | | <ul style="list-style-type: none"> Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom. | Y | <p>All pupils will have their own of resources that only they use.</p> <p>These will be kept in trays under their desk when child is in and in bubble room when not.</p> <p>Ts to organise w/c 1st June</p> <p>Add to bubble lead infor</p> <p>Staff to email LB if require more resources</p> | |
| | | | | <ul style="list-style-type: none"> Teachers should make sure they wash their hands before and after handling shared | Y | Sinks in each classroom with soap. | |

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| | | | | equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations. | | Verbal feedback give Encourage self marking Add to bubble info | |
| | | | | <ul style="list-style-type: none"> 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 | No uniform required so that it can be washed daily and staff can check. | |
| 21. Risk of virus spreading because the school has insufficient materials and equipment | 4 | 3 | 12 | <ul style="list-style-type: none"> Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms | Y | Sinks in every classroom with soap ordered and in stock. Jay to do regular checks. | 10 |
| | | | | <ul style="list-style-type: none"> Use of hand sanitisers at appropriate locations | Y | Hand sanitisers are around the school and at the entrance. Jay to install new unit directly outside school for staff | |
| | | | | <ul style="list-style-type: none"> Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, | LB | Lidded bins ordered and will be placed in classrooms. | |
| | | | | <ul style="list-style-type: none"> Bins to be double bagged and emptied | Y | Jay will meet with cleaning supervisor to inform her of this. | |
| | | | | <ul style="list-style-type: none"> Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom | Y | Tissues stored in each classroom with 'catch it, bin it, kill it' posters around the school. LB – print new posters to go in each room. Posters to be up 2/6 | |
| 22. Provision and use of PPE for staff where required is not in line with government guidelines | 3 | 2 | 6 | <ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. | LG | Communicated to staff via INSET Gloves and masks are already in stock. Visors to be ordered – Barnet PPE | 6 |
| | | | | <ul style="list-style-type: none"> 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 | | Training needs to take place. https://www.nhsprofessionals.nhs.uk/en/e-Library/Useful-Information/COVID-19-Donning-of-Personal-Protective-Equipment | |

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| | | | | to reduce contamination and also how to dispose of them safely | | | |
| | | | | <ul style="list-style-type: none"> Staff are reminded that the wearing of gloves is not a substitute for good handwashing | LG | Handwashing is embedded throughout the school. Add to bubble info | |
| 23. Pupils forget to wash their hands regularly and frequently | 4 | 3 | 12 | <ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. | Bub Lead | Handwashing routines are in place and staff regularly remind children of the correct procedures. (Posters in every bubble) | 10 |
| | | | | <ul style="list-style-type: none"> Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently | Bub Lead | Posters have been printed and are put up around the school. Check every room | |
| | | | | <ul style="list-style-type: none"> School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. | SLT | Leaders will talk to children about how often and when they wash their hands throughout the day. Leaders will look at when this is happening. | |
| 24. Pupils' behaviour on return to school does not comply with social distancing guidance | 3 | 3 | 9 | <ul style="list-style-type: none"> 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 | Posters are up around school as well as floor markings to show the one-way systems. | 9 |
| | | | | <ul style="list-style-type: none"> Staff model social distancing consistently. | Y | Staff are told about social distancing and procedures are in place to encourage this. Info in bubble lead pack | |
| | | | | <ul style="list-style-type: none"> The movement of pupils around the school is minimised. | Y | Bubbles are situated in one classroom and only move when going to the toilet or for break and lunchtimes. | |
| | | | | <ul style="list-style-type: none"> Large gatherings are avoided. | Y | Any large gatherings will be via virtual platform. | |

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| | | | | <ul style="list-style-type: none"> Break times and lunch times are structured to support social distancing and are closely supervised | DQ | <p>Break times and lunchtimes are staggered and in certain areas around the school grounds. Each bubble will play in the same space each day so that no bubbles come into contact with one another.</p> <p>DQ to create timetable</p> | |
| | | | | <ul style="list-style-type: none"> The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. | DQ | DQ /LG to write policy by 21/5 – addendum | |
| | | | | <ul style="list-style-type: none"> Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. | SLT | SLT to review during key times | |
| | | | | <ul style="list-style-type: none"> Messages to parents reinforce the importance of social distancing. | Y | Parent/carers are informed of all the new procedures as well as the importance of social distancing. LG produced FAQ sheet which included info about social distancing | |
| | | | | <ul style="list-style-type: none"> Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. | Y | Bubbles will not come into contact with other bubbles and adults within the bubble will try to socially distance themselves from other adults. Within the bubbles, children will try to be sat away from other children, but we understand that it is not always possible. | |
| | | | | <ul style="list-style-type: none"> Arrangements for social distancing for pupils with SEN have been agreed and staff are clear on expectations. | Y | Bubbles will not come into contact with other bubbles and adults within the bubble will try to socially distance themselves from other adults. Within the bubbles, children will try to be sat away from other children, but we understand that it is not always possible. | |

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| 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 | 3 | 12 | <ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. | DQ Jay | In place Jay to oversee | 10 |
| | | | | <ul style="list-style-type: none"> An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. | | Draft plan created – company have assured needs can be met | |
| | | | | <ul style="list-style-type: none"> Working hours for cleaning staff are increased | LG | Identified member of Barnfield staff – additional cleaning Site manager to create schedule and be responsible for quality checking work | |
| 26. The use of fabric chairs may increase the risk of the virus spreading | 3 | 3 | 9 | <ul style="list-style-type: none"> Take fabric chairs out of use where possible. | Y | All fabric chairs taken out of EYFS / staff room / entrance hall | 7 |
| | | | | <ul style="list-style-type: none"> Where that is not possible then ensure chairs are limited to single person use. | Y | Plastic chairs moved to staff room for Y6 | |
| 27. Queues for toilets and handwashing risk non-compliance with social distancing measures | 4 | 3 | 12 | <ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. | Y | Unable to provide floor markings Staff to use sign system to indicate if toilet is being used. If so, staff member to wait in larger space FW – create template of notifying system Jay – fix these to key doors | 11 |
| | | | | <ul style="list-style-type: none"> Floor markings are in place to enable social distancing. | Y | Completed where able | |
| | | | | <ul style="list-style-type: none"> Pupils know that they can only use the toilet one at a time. | Bub Lead | Bubble staff to provide this information to children | |
| | | | | <ul style="list-style-type: none"> Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. | Bub Lead | Bubble staff to provide this information to children | |
| | | | | <ul style="list-style-type: none"> The toilets are cleaned frequently. | Y | Cleaning team will be on duty throughout the day | |

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| | | | | <ul style="list-style-type: none"> Monitoring ensures a constant supply of soap and paper towels Bins are emptied regularly. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. | Y | Jay to maintain stocks and order well in advance of need - daily monitoring of use | |
| | | | | | Y | Part of cleaning team duties during the day. Jay – include as part of schedule | |
| | | | | | Y | Bubble staff to demonstrate to and remind children | |
| 28. Fire procedures are not appropriate to cover new arrangements | 4 | 3 | 12 | <ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> 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 Staff and pupils have been briefed on any new evacuation procedures Incident controller and fire marshals have been trained and briefed appropriately. | | <p>New fire procedures to be disseminated to the school community. New areas for some children</p> <p>Bubbles will muster in the same designated area as the current room location</p> <p>EYFS & KS 1 – KS playground Key group – Football playground Y6 – Football playground</p> <p>Same transitional arrangements. Children to use ‘super arms’ to facilitate social distancing when lining up</p> <p>New instructions poster to be made by FW FW to share with staff during INSET</p> | 10 |
| | | | | | Sub Lead | Bubble staff to provide this information to children | |
| | | | | | | LB to check re training for Fire Marshalls | |
| 29. Fire evacuation drills - unable to apply social distancing effectively | 4 | 3 | 12 | <ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with social distancing measures. | Y | Drill to be carried out during Week 2 | 11 |

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| | | | | <ul style="list-style-type: none"> Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons. | CM | Reviewed as children with current plans return to school | |
| | | | | <ul style="list-style-type: none"> Consider access route for teachers and pupils with mobility issues, as social distancing measures may not be possible during an emergency | Y | | |
| 30. Fire marshals absent due to self-isolation | 4 | 3 | 12 | <ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. | Y | Yes | 11 |
| 31. All systems may not be operational | 3 | 3 | 9 | <ul style="list-style-type: none"> Government guidance is being implemented where appropriate. | Y | Systems are operational | 7 |
| | | | | <ul style="list-style-type: none"> All systems have been recommissioned. | Y | Systems are operational | |
| 32. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown | 4 | 3 | 12 | <ul style="list-style-type: none"> All statutory compliance is up to date. | Y | Yes | 10 |
| | | | | <ul style="list-style-type: none"> Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. | Y | Systems are operational | |
| 33. Visitors to the site (including parents) add to the risk | 4 | 4 | 16 | <ul style="list-style-type: none"> Signage giving routes, procedures and entrances to be followed. | Y | Only emergency contractors or delivery drivers will be allowed into the building. | 12 |
| | | | | <ul style="list-style-type: none"> Limit the external visitors to the school during school hours | Y | No external visitors | |
| | | | | <ul style="list-style-type: none"> Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer. | Y | | |
| | | | | <ul style="list-style-type: none"> 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 | <p>Parents have given clear instructions on when/where to drop off and pick up. Phone / zoom meetings where necessary.</p> <p>Follow up posters to explain about booking appointments if necessary.</p> | |

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| | | | | <ul style="list-style-type: none"> Consider holding SEN meetings such as Annual Reviews 'virtually' | Y | Annual reviews, SEN support plan meetings and meetings with all external professionals have been held virtually since the start of the lockdown. This will continue | |
| 34. Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control | 4 | 3 | 12 | <ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. | Y | Continuing as scheduled where possible LB to oversee | 10 |
| | | | | <ul style="list-style-type: none"> An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe | Y | All visitors including parents are not allowed within the secure area of the school building. This has been communicated to parents by LG FAQ 18/5 | |
| | | | | <ul style="list-style-type: none"> 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. | Y | Office staff have been briefed to ask about the health status of contractors and essential visitors. Temperatures to be taken | |
| | | | | <ul style="list-style-type: none"> Temperature checks are carried out on arrival and before entering the school building | Y | Temperature zapper based at front desk. Staff to check themselves at the beginning of day as sign in and then wipe down Wipes left near zapper | |
| | | | | <ul style="list-style-type: none"> 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. | Y | Parents/pupils use identified system to enter and exit the premises. Contact with the office needs to be by phone. Contractors to use the main drivers gate and the main reception entrance | |
| | | | | <ul style="list-style-type: none"> Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. | Y | The site manager and other members of staff required to deal with or escort contractors or delivery drivers around the premises need to be reminded about social distancing. | |

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| | | | | <ul style="list-style-type: none"> In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). | Y | <p>Whole staff meeting on 1/6</p> <p>The site manger and other members of staff required to deal with or escort contractors or delivery drivers around the premises need to be reminded about mentioning COVID-19 procedures to all external visitors.</p> <p>Whole staff meeting on 1/6</p> | |
| 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 | 3 | 9 | <ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. 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) Staff, pupils, parents and governors have been briefed accordingly. | LG | <ul style="list-style-type: none"> Addendum to School Behaviour / safeguarding / staff handbook - | 7 |
| | | | | | Y | Behaviour and attendance policies to be updated. | |
| | | | | | LG | <p>Communications are functioning well. Main channels are -</p> <p>Email / text - staff</p> <p>Hub / text - parents</p> <p>Email / virtual meetings- GB</p> <p>School office numbers are known to the school community.</p> <p>Key families have direct access to the learning mentor</p> | |
| 36. Curriculum/Learning Environment | 3 | 4 | 12 | <ul style="list-style-type: none"> Consider what activity is more difficult/ not possible to be undertaken with social distancing in place. | LG | Guidance in staff handbook | 10 |

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| | | | | <ul style="list-style-type: none"> Each activity should be risk assessed and should not be run unless the risks can be mitigated <ul style="list-style-type: none"> -PE -Practical lessons <p>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</p> | | <p>Level 3s supported by level 2 TAs</p> <p>Overseen by CT and SLT leads</p> | |
| 37. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health | 4 | 3 | 12 | <ul style="list-style-type: none"> Communications strategies for the following groups are in place: <ul style="list-style-type: none"> o Staff o Pupils o Parents o Governors/Trustees o Local authority o Health services o Regional Schools Commissioner o Professional associations o Other partners o Neighbouring schools/EY settings o Highways department | Y | <p>Health survey sent out 18/5</p> <p>FAQs shared with school community 19/5</p> <p>Arrangements for drop off/pick up will be shared with parents once schedules are in place.</p> <p>SEN pupils - Risk assessments for individual children</p> <p>General social story about changes from learning at home to learning in a bubble or learning in a hub to learning in a bubble.</p> | 9 |
| | | | | <ul style="list-style-type: none"> Parents are communicated with to make sure they know: <ul style="list-style-type: none"> o whether their child will be able to attend from the week commencing 1 June o what protective steps you're taking to make the school a low-risk place for their child o what you need them to do (such as on drop off and collection) | Y | <p>FAQ sheet / email</p> <p>1:1 class with identified families</p> <p>CTs welfare calls</p> | |

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| | | | | <ul style="list-style-type: none"> For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan | | | 10 |
| 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 | 3 | 12 | <ul style="list-style-type: none"> Parents have been provided with clear guidance and this is reinforced on a regular basis. | Y | <p>Identified families called as part of RA – options explained</p> <p>SA to check with all parents with medical care plans.</p> | |
| | | | | <ul style="list-style-type: none"> 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 | 1:1 calls – parents advised | |
| | | | | <ul style="list-style-type: none"> 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 | SLT overseeing individual RA | |
| | | | | <ul style="list-style-type: none"> Schools have a regularly updated register of pupils with underlying health conditions. | | | |
| 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 | 3 | 3 | 9 | <ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. | Y | <p>FW has had bereavement counselling training</p> <p>Staff have access to access to a school counsellor and a wellbeing trainee and supervisor who are both available remotely (Qwel)</p> <p>Mental health training has been postponed but will be done as soon as it becomes available</p> <p>Jackie will be available</p> <p>FAQs for staff – add to bubble pack</p> | 8 |
| | | | | <ul style="list-style-type: none"> There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. | Y | <p>JB / LG – Supervision</p> <p>Qwel</p> | |

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| | | | | <ul style="list-style-type: none"> Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). Resources/websites to support the mental health of pupils are provided. | Y | <p>CTs have included this in the current curriculum offer. FW overseeing</p> | |
| | | | | <ul style="list-style-type: none"> Resources/websites to support the mental health of pupils are provided. | Y | Barnet Wellbeing Team contacts | |
| 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 | 4 | 12 | <ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. | Y | Welfare calls updating LG regarding any developing issues and working to address these quickly. | 10 |
| | | | | <ul style="list-style-type: none"> Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. | Y | SLT overseeing – welfare calls mean we are in weekly communication | |
| | | | | <ul style="list-style-type: none"> Staff briefings and training have included content on wellbeing | Y | LBB offer shared with staff Employee assistance programme available to all staff | |
| | | | | <ul style="list-style-type: none"> Staff briefings/training on wellbeing are provided. | Y | See links above | |
| | | | | <ul style="list-style-type: none"> Staff have been signposted to useful websites and resources. | Y | Circulated | |
| 41. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements. | 2 | 3 | 6 | <ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms. | Y | Meetings held since lockdown Minutes available | 6 |
| | | | | <ul style="list-style-type: none"> The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. | Y | Governors receive updates by email between scheduled meetings from LG | |
| | | | | <ul style="list-style-type: none"> 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 | Weekly conversations with Chair of Governors Governor dialogue ongoing | |

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| | | | | <ul style="list-style-type: none"> Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. | Y | Minutes 8/5 available | |
| | | | | <ul style="list-style-type: none"> 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 | https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested | |
| 42. Testing is not used effectively to help manage staffing levels and support staff wellbeing | 3 | 2 | 6 | <ul style="list-style-type: none"> Guidance on getting tested has been published. | Y | Emailed to staff To be explained at the staff inset 1/6 Bubble pack | 6 |
| | | | | <ul style="list-style-type: none"> The guidance has been explained to staff | Y | LBB offer shared with staff Employee assistance programme available to all staff | |
| | | | | <ul style="list-style-type: none"> Post-testing support is available for staff. | Y | DfE procedures being followed | |
| 43. Infection transmission within school due to staff/pupils (or members | 4 | 4 | 16 | <ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. | Y | Dfe Guidance being followed | |

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| of their household) displaying symptoms | | | | <ul style="list-style-type: none"> 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. | LB LG | <p>Majority of first aid requirements dealt with in bubbles – staff to wear gloves, wash hands after.</p> <p>Each bubble to have own radio connected to office and Welfare.</p> <p>Staff to radio if child:</p> <ul style="list-style-type: none"> has a high temperature has lost their sense of smell develop a new, dry cough <p>Bubble leaders need to contact whoever is on duty in the Medical Room.</p> <p>The child needs to be collected by the person on duty in the Medical Room in full PPE.</p> <p>Parents to be contacted to collect their child.</p> <p>Parents should be advised to have their child tested.</p> | |
| | | | | <ul style="list-style-type: none"> 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 | <p>Key information shared with parents 18/5</p> <p>Update parents regularly</p> | |
| | | | | <ul style="list-style-type: none"> A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. | Y | <p>No one has had a positive covid test amongst of the staff thus far.</p> <p>LG would inform LNI</p> | |
| 44. Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should | 4 | 2 | 8 | <ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. | Y | <p>Email is used for sharing all government guidance.</p> <p>Clear guidance given on the FAQ sheet to parents</p> | 8 |

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| anyone display symptoms of COVID-19 | | | | <ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. | Y | Bubble lead packs | |
| | | | | <ul style="list-style-type: none"> Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | Y | Communication channels are fit for purpose - | |
| 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 | 3 | 12 | <ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. | Y | Parents of bubble would be informed – phone call Letter to wider community | 10 |
| | | | | <ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. | Y | Bubble lead packs | |
| | | | | <ul style="list-style-type: none"> Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | Y | Communication channels are fit for purpose | |
| 46. Staff, parents and carers are not aware of recommendations on transport to and from school | 4 | 3 | 12 | <ul style="list-style-type: none"> 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 | Explained in FAQs to parents Homeschool agreement Communicated to staff | 10 |