

# COVID-19: Operational Risk Assessment for full School Reopening in Sept 2020

## SCHOOL NAME: BARNFIELD PRIMARY SCHOOL AND NURSERY

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
<b>Lisa Golding – Headteacher - LEAD</b> <b>Duncan Quigley – Deputy Headteacher</b> <b>Fiona Williamson – Assistant Head</b> <b>Callum Moore – Inclusion Leader</b> <b>Jackie Bramble – Learning Mentor</b> <b>Lorna Browring – Office Manager</b> <b>Jay Drury – Site Manager</b>	10 <sup>th</sup> July 2020	<b>2<sup>nd</sup> September</b> <b>1<sup>st</sup> November</b> <b>7<sup>th</sup> November</b>	Staff, pupils, parents, visitors, volunteers, contractors

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

### Other Related Documents:

Relevant Existing Policies	Local Authority/Trust documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 20012 The Health Protection (Notification Regulations 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' Existing Risk Assessment for school phased re-opening	Covid19 Education and Skills Service Strategy (April 2020)  Education and Skills Service Recovery Planning support for schools (May 2020)	<a href="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/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a>  <a href="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/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings</a>  <a href="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/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</a>  <a href="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">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</a>  <a href="#">Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)</a>

## Suggested Steps of Re-opening Preparation:



## Risk matrix

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

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
<b>A. Staffing Resources</b>							
1. Risk that there are Insufficient staff to support all the pupils to be in school	3	4	12	<ul style="list-style-type: none"> <li>Audit staff availability</li> </ul>	Y	All staff expected to be available for September 1 <sup>st</sup> 2020. Shielding staff to be reviewed at beginning of the month. 1:1 meetings held w/c 13/7 Shielding – reviewed Nov 2020	10
				<ul style="list-style-type: none"> <li>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)</li> </ul>	Y	As of 10/7/20: Extremely critically vulnerable – 5 Critically vulnerable - 9  Individual RAs in place to identify RAG rating and specific measures. As of 1/11/20 Extremely critically vulnerable – 1	

						<b>Critically vulnerable - 13</b>
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	<p>Children organised into Year group bubbles of 60.</p> <p>Staff to work across phases, where appropriate to provide flexibility for cover, PPA, interventions and short term absences.</p> <p><b>EYFS / KS 1 / Y3&amp;4 / Y5&amp;6</b></p> <p>One teaching staff member (MEC) working across two phases – additional hygiene measures in place / working across phases on separate days.</p> <p>SLT to work across phases to support the needs of the school.</p> <p>Mobile team guidance issued – face covering to be worn by this team when in close contact of 1m or less</p> <p>Google classrooms to be used in the event of a localised lockdown / remote learning. Daily work to be posted via google classroom to allow children who are self-isolating to access their work.</p>
				<ul style="list-style-type: none"> <li>Ensure flexible and responsive use of teaching assistants</li> </ul>	Y	<p>Staff working predominantly with one bubble but scope to work across the phases as required.</p> <p>Adjustments made in order to meet the needs of the school and maintain the integrity of the bubbles.</p>
				<ul style="list-style-type: none"> <li>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</li> </ul>	Y	<p>Inclusion Leader has identified pupils with high levels of SEND who require support. Consistent adults working with these children.</p> <p>Some scope to provide cover across the phases in the event of short term absence.</p>

				<ul style="list-style-type: none"> <li>• 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</li> </ul>	Y	<p>Protocols included as part of covid-19 arrangements, guidance for teaching September 2020, staff handbook.</p> <p>Colleagues to inform DHT / HT as soon as they display symptoms.</p> <p>Colleagues to arrange for test ASAP and notify SLT of results as soon as they are received.</p> <p>DHT to monitor staff deployment regularly. If positive, SLT to arrange for staff / children within bubble / phase to isolate as appropriate.</p>	
				<ul style="list-style-type: none"> <li>• 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)</li> </ul>	Y	<p>Teachers to post all work to Google Classrooms to ensure full access of curriculum coverage both in school and remotely.</p> <p>Flexibility within phases to cover roles in the event of sickness</p>	
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"> <li>• The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> </ul>	Y	<p>Staff surveyed at the beginning of each term.</p> <p>Guidance reviewed for lockdown 2 – guidance circulated to staff</p> <p>Expectation for colleagues to inform HT of any change of medical conditions.</p> <p>Protocols outlined in covid 19 arrangements, guidance for teaching September 2020, in the staff handbook.</p>	10
				<ul style="list-style-type: none"> <li>• Full use is made of all qualified teachers.</li> </ul>	Y	All qualified teachers supporting children's learning	
				<ul style="list-style-type: none"> <li>• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> </ul>	Y	<p>Flexibility across phases to supervise classes</p> <ol style="list-style-type: none"> <li>1. Identified T or HLTA in the phase</li> <li>2. Level 3 TA</li> <li>3. Level 2 acting up as Level 3 (emergency short term cover)</li> </ol>	
				<ul style="list-style-type: none"> <li>• 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</li> </ul>	Y	Protocols included as part of covid-19 arrangements, guidance for teaching, September 2020 in staff handbook.	

				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Will depend on the RA at the time and context of situation. Will avoid staffing crossing over bubbles to minimise the potential risk of infection. School – bubbles close according to the availability of staff within bubbles.	
				<ul style="list-style-type: none"> <li>Where possible, ensure pupils with SEND are prioritised to be in school, -.</li> </ul>	Y	Inclusion Lead to oversee the option of SEND child to work in parallel class or phase year group with known adult.	
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.				<ul style="list-style-type: none"> <li>Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.</li> </ul>	Y	Minimise contact with supplies – inhouse cover arrangements in place.	
				<ul style="list-style-type: none"> <li>Ensure visiting staff are aware of and adhere to distancing and hygiene measure and minimise contact to only pupils who need to be taught.</li> </ul>	Y	Measures identified in visiting staff guidance – track and trace sheet Emailed to all visiting staff before expected arrival at school. (At least 24 hours). Acknowledgement of reading email will be taken as visiting staff adhering to measures in place.	
				<ul style="list-style-type: none"> <li>Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.</li> </ul>	Y	RA options to be included as part of the visiting staff guidance	
				<ul style="list-style-type: none"> <li>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.</li> </ul>		N/A	
4. 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"> <li>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</li> </ul>	Y	Individual RAs – reduction of contacts and maximising distance as much as possible. Reviewed termly. If local figures increase, HT will review RA with colleague.	14
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	3	9	<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>	Y	Flexability to cover staff inhouse within current teams or using overtime.	9
				<ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>		N/A	

				<ul style="list-style-type: none"> <li>• Ensure First Aid certificates are up to date (previously extended for 3 months)</li> </ul>	Y	<p>Welfare lead has booked training for Autumn Term. Lead to update First Aid charts in school as training is completed. Sufficient numbers in place</p>	
				<ul style="list-style-type: none"> <li>• 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.</li> </ul>	Y	<p>Written procedures in place to manage the response to any person displaying Covid19 symptoms, including wearing full PPE. PPE to be worn at all times when administering emergency first aid.</p>	
				<ul style="list-style-type: none"> <li>• Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	Y	HT overseeing programme of training	
6. Risks to health and safety because staff are not trained in new procedures.	3	3	6	<ul style="list-style-type: none"> <li>• A revised staff handbook is issued to all staff prior to reopening.</li> </ul>	Y	Revised handbook circulated to staff 2/9/20	6
				<ul style="list-style-type: none"> <li>• Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include: <ul style="list-style-type: none"> <li>○ Infection control</li> <li>○ Fire safety and evacuation procedures</li> <li>○ Constructive behaviour management</li> <li>○ Safeguarding</li> <li>○ Risk management</li> </ul> </li> </ul>	Y	<p>All CPD sessions to be recorded so staff who are unavailable can watch at a later time. Training videos stored on the shared drive so easy access Relationship policy – 21/7 Safeguarding – 2/9 Infection control / risk management – 2/9 Fire Safety 2/9</p>	
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	3	12	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	Y	<p>Individual RAs identifies suitable control measures and roles colleagues can undertake. Re-deployment into other ‘lower risk’ roles to be considered by school where appropriate.</p>	10
				<ul style="list-style-type: none"> <li>• 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</li> </ul>	Y	<p>Staff surveyed at the beginning of each term / changes as outlined by Government. Expectation for colleagues to inform HT of any change of medical conditions.</p>	

				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		Protocols outlined in covid 19 arrangements, guidance for teaching in the staff handbook.	
				<ul style="list-style-type: none"> <li>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</li> </ul>	Y	Protocols outlined in covid 19 arrangements, guidance for teaching 2020 in the staff handbook – colleagues to act on advice of professionals and /or current guidance.	
				<ul style="list-style-type: none"> <li>Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable</li> </ul>	Y	Communicated to staff via briefings and procedures.	
				<ul style="list-style-type: none"> <li>Current government guidance is being applied.</li> </ul>	Y	Overall responsibility of the HT to ensure current guidance is being applied.	
<b>B. Teaching Spaces, the Learning and School Environment</b>							
8. Risk of transmission within the school building (this includes breakfast club and after school activities)	3	4	12	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>For Secondary:</p> <ul style="list-style-type: none"> <li>Audit accommodation in order to establish how many class groups and or year groups (no size restrictions) can be accommodated.</li> </ul>	Y	<p>Children to work in groups of no more than 30 pupils in a classroom.</p> <p>Bubbles to consist of year groups to support curriculum needs and to facilitate supervision during break / lunch.</p> <p>Staff to wear face coverings in communal areas</p>	11
				<ul style="list-style-type: none"> <li>Take account of the unique needs of individual pupils, including those with SEN and the youngest children in the school.</li> <li>Pupils who have complex needs or who need close contact care: Their educational and care support should be provided as normal.</li> </ul>	Y	<p>Inclusion Leader to identify needs and individual RAs put in place to minimise possible risk of transmission.</p> <p>Inclusion Leader to monitor regularly the provision in place for EHCP and children on the SEND register.</p>	
				<ul style="list-style-type: none"> <li>Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children.</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Classes/spaces remodelled to allow for adults to maintain a distance (ideally 2 metres) from pupils and other adults.</li> </ul>	Y	<p>Maintaining a distance of 2 meters between adults and children not possible in majority of classrooms.</p> <p>Class teachers to remodel rooms with the support of site manager with a view to maximise the distance between teaching area and children.</p>	

						SLT to undertake room inspections w/c 2 <sup>nd</sup> Sep
				<ul style="list-style-type: none"> <li>Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate.</li> </ul>	Y	<p>Teachers to have ownership over the arrangements of their tables to meet the needs of their class.</p> <p>Staff encouraged to consider layout and seating positions to reduce where possible face to face interactions.</p> <p>Information circulated to staff 17/9 re classroom remodelling, included as guidance for teaching September 2020</p> <p>Staff to support children by sitting side on or from behind.</p> <p>Staff to wear face covering if crossing bubbles and working 1m or closer to pupil.</p>
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	<p>Protocols and guidance shared with children regarding social distancing as part of behaviour expectations.</p> <p>Social stories for children who require additional support to understand</p> <p>Individual Risk Assessments and individualised approaches for children who struggle to follow expectations.</p>
				<ul style="list-style-type: none"> <li>Clear signage displayed in classrooms promoting reduction of contacts and maximising distance</li> </ul>	Y	<p>Posters displayed in all classrooms.</p> <p>Signage as part of classroom expectations for Sep 2020</p>
				<ul style="list-style-type: none"> <li>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</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Pupils remain, subject allowing, in their designated learning space.</li> </ul>	Y	<p>Children to interact within year group bubble and staff only.</p> <p>Consistent staff across year groups, flexibility to cover across phases if required.</p>

			<ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>For Secondary</b></p> <ul style="list-style-type: none"> <li>All staff should avoid face to face contact with pupils where possible. Clearly this may not be possible in certain situations e.g. supporting a child with SEN so implementing the appropriate System of Controls is extremely important.</li> </ul>	Y	<p>1:1 staff remain as consistent as possible to reduce contacts between SEND pupils and adults. Inclusion Leader to oversee.</p> <p>KS 2 children to maintain same seating arrangements. Booster classes to be wiped down between lessons.</p> <p>No contact sports.</p> <p>Bubble staff to lead ASC and BC starting 21<sup>st</sup> September 2020.</p> <p>Y6 to use external doors as much as possible to minimise contact via the children's centre. Only Y6 team and SLT should walk through the Children's centre. When using children's centre – staff to use hand gel first before opening door. Door monitors to hold internal doors open for children to pass through. Both monitors and adults to wash hands when passed through the CC. CC staff will do the same.</p>	
			<ul style="list-style-type: none"> <li>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.</li> <li>If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups</li> <li>Schools should consult the guidance produced for summer holiday childcare, available at <a href="#">Protective measures for out-of-</a></li> </ul>	Y	<p>Breakfast and After School Clubs to be kept in bubbles.</p> <p>Additional staff to be recruited from across phases to support the organisation.</p> <p>Increased costs to staff this.</p> <p>School hall to be used as bigger space, separate entrance / exit via the stairwell.</p>	

				<p><a href="#">school settings during the coronavirus (COVID-19) outbreak</a> 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.</p> <ul style="list-style-type: none"> <li>As with physical activity during the school day, contact sports should not take place.</li> </ul>		<p>Breakfast Club Reduced number in Music room. Bubbles given identified areas</p>	
9. Risk of transmission in large spaces used as classrooms/ teaching spaces	3	4	12	<ul style="list-style-type: none"> <li>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</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Class/year group 'bubbles' must not have contact with each other, this includes breaks, lunchtime. Pupils should be encouraged to practice reduction of contacts and maximising distance at all times.</li> </ul>	Y	<p>Dining room – year groups allocated to sections. Room kept well ventilated</p> <p>Gym – one class (30 children)</p> <p>Space for Breakfast Club and After school club to be identified subject to staff availability. Maximum number applied once space has been identified.</p>	11
				<ul style="list-style-type: none"> <li>Large gatherings of more than one bubble should be avoided</li> </ul>	Y	<p>Part of teaching expectations – guidance for teaching 2020, shared in staff handbook. Reduced assemblies throughout the week.</p> <p>Only bubbles to gather together at any point during the school day.</p>	
				<ul style="list-style-type: none"> <li>Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart.</li> </ul>	Y	<p>Each bubble allocated communal space to avoid cross over of bubbles.</p> <ul style="list-style-type: none"> <li>Dining room</li> <li>Small hall</li> </ul>	

						<ul style="list-style-type: none"> <li>• Playground</li> <li>• Toilets / sinks</li> </ul> <p>Transition around school limited during the day</p>	
10. Risks of transmission during use of the outdoor learning environment for young children	3	4	12	<ul style="list-style-type: none"> <li>• Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces</li> </ul>	Y	HT has been transparent with parents about the difficulties. Information included as part of Home School Agreement	11
				<ul style="list-style-type: none"> <li>• Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>	Y	<p>Expectations of handwashing included as part of Home School Agreement.</p> <p>Children wash hands upon arrival</p> <p>Before eating</p> <p>After break / play</p> <p>After being in a change of room</p> <p>Hygiene information included in guidance for teaching 2020.</p> <p>Hand sanitiser available opposite main external doors from playground.</p> <p>External doors leading to building to be kept open to reduce touch points</p> <p>Include as part of Home School Agreement</p>	
				<ul style="list-style-type: none"> <li>• Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>	Y	<p>All water fountains remain closed.</p> <p>All children expected to bring water bottles – communicated via Home School Agreement. Remind parents re labelling.</p>	
				<ul style="list-style-type: none"> <li>• Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances if shared between bubbles.</li> </ul>	Y	<p>Year group bubbles to rotate:</p> <p>Monday and Tuesday.</p> <p>Wednesday – not in use, touch points cleaned</p> <p>Thursday and Friday</p>	

			<ul style="list-style-type: none"> <li>Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam</li> </ul>	Y	<p>Included as part of staff guidance for teaching.</p> <p>EYFS to use boxes of resources and rotate</p>
			<ul style="list-style-type: none"> <li>Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available</li> </ul>	Y	Activity suggestions and links located on the shared drive for staff to access.
			<ul style="list-style-type: none"> <li>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.</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Outside spaces are used by one bubble at a time or space is divided with clear demarcations. Limit interaction, sharing of rooms and social spaces between groups as much as possible.</li> </ul>	Y	Allocated outdoor space for each bubble. Adults to remind children before the start of each breaktime / lunchtime
			<ul style="list-style-type: none"> <li>Where outside space must be shared arrangements for cleaning between bubbles are in place</li> </ul>	Y	Each bubble to have their own resources. Wiped down regularly.
			<ul style="list-style-type: none"> <li>Resources are limited to facilitate effective cleaning daily</li> </ul>	Y	<p>Included as part of guidance for teaching September 2020</p> <p>Staff will need to assist with cleaning down resources.</p> <p>Older pupils can assist by keeping areas clean and tidy.</p>
			<ul style="list-style-type: none"> <li>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</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Only equipment that can be washed easily can be used.</li> </ul>	Y	<p>Allocate resources to bubbles – Rota for children to use / adult decide beginning of each break</p> <p>Ch to use that resource for break</p> <p>Wiped down after break</p>

				<ul style="list-style-type: none"> <li>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</li> </ul>	Y	Resources moved and put into storage	
11. Risk of staff having to move between groups	4	3	12	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Where staff have to move between bubbles to deliver the school timetable they should maintain a 2-metre distance from pupils and colleagues.</li> </ul>	Y	<p>Identify staff that need to move across phases.</p> <p>Additional measures put into place including:</p> <ul style="list-style-type: none"> <li>Handwashing before entering bubbles</li> <li>No sharing of resources / equipment across bubbles</li> <li>Maintain social distancing as far as possible</li> </ul>	11
12. Risks of transmission due to movement around the school.	4	3	12	<ul style="list-style-type: none"> <li>Arrange for corridors to be one-way where possible</li> </ul>	Y	<p>One way from outside DHT office to staff room</p> <p>Staff to enter classrooms off corridors but leave via fire exit door onto playground. Main doors off playgrounds to be kept open</p> <p>Chevrons/ arrows on the floor indicating direction of travel. With one way posters also on the walls.</p>	10
				<ul style="list-style-type: none"> <li>Clear signage and markers for the youngest children</li> </ul>	Y	Chevrons/ arrows on the floor indicating direction of travel	
				<ul style="list-style-type: none"> <li>Corridors are divided where feasible</li> </ul>		Not possible due to layout	
				<ul style="list-style-type: none"> <li>Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible</li> </ul>	Y	<p>Oneway system for staff outside DHTs office</p> <p>Oneway system in KS 1 and football playground to avoid bottle neck.</p>	

				<ul style="list-style-type: none"> <li>• Movement of pupils and staff around the school is minimised</li> </ul>	Y	Transition limited throughout the day.	
				<ul style="list-style-type: none"> <li>• Pupils are reminded regularly of protocols for reduction of contacts and maximising distance</li> </ul>	Y	Reminders displayed in classrooms and shared by adults at set points during the day.	
				<ul style="list-style-type: none"> <li>• Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance</li> </ul>	Y	New rotas to ensure adults from phases supervise children outside. Where possible, only bubble adults to supervise indoors.	
13. 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"> <li>• Start and departure times are staggered where possible</li> </ul>	Y	<p><b>NEW ARRANGEMENTS – VIDEO</b></p> <p>Adults asked to wear face coverings at beginning of the day whilst waiting for gates to open.</p> <p>Families ask to maintain social distancing and not congregate together</p> <p>Beginning of the day arrangements: Children in Reception, Years 1 &amp; 2 plus their siblings in key stage 2</p> <p>8.45 – 9.05am</p> <p>Adults say goodbye to children at the entrance on Gaskarth Road – kiss and wave.</p> <p>KS 1 Children walk down the ramp into their playgrounds and straight into their classrooms.</p> <p>KS 2 siblings will enter the building via the usual way, (door opposite kitchen) down the steps into the middle playground.</p> <p>KS 2 children only 8.45-9.05am</p>	12

					<p><b>Children enter via the gate on Silkstream. Adults kiss and wave. Adults will not be able to pass the main gates.</b></p> <p><b>Children walk through the tunnel. Y6 straight into classrooms, Y3-5 walk round the fire exit route into the middle playground and into classrooms.</b></p> <p><b>End of day arrangements</b></p> <p><b>Y6 lone walkers will be escorted to the main gates on Silkstream at 3.15pm</b></p> <p><b>2.55 – 3.15pm</b></p> <p><b>Adults to que outside the gate and into the park.</b></p> <p><b>Face coverings must be worn by all adults entering the school unless exempt for medical reasons</b></p> <p><b>Adults who are collecting children in EYFS / KS1 and KS 2 must collect older children first.</b></p> <p><b>(Please note, there are steps for adults to travel down which makes it difficult for pushchairs / prams. We advise you to carry younger children).</b></p> <p><b>Arrangements for siblings in two phases (Parents with children in EYFS / KS1 &amp; KS 2) and parents collecting KS 2 pupils (Y3,4,5, and 6)</b></p> <p><b>Enter via the tunnel on Silkstream</b></p> <p><b>Follow the one way system through the football playground.</b></p> <p><b>Collect Y6 from external classroom doors.</b></p>	
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					<p><b>Walk along the fire exit path into the middle playground.</b></p> <p><b>Collect Yr 3, 4 and 5 from external classroom doors</b></p> <p><b>Walk through school following the one way system, down steps back into football playground.</b></p> <p><b>Follow one way system to the tunnel.</b></p> <p><b>Exit via main gate onto silkstream</b></p> <p><b>OR follow path around back of school to top playground to collect siblings in EYFS and KS 1.</b></p> <p><b>Parents collecting children from Reception, Year 1 and 2 only</b></p> <p><b>2.55-3.05pm</b></p> <p><b>Enter via gate on Gaskarth Road</b></p> <p><b>Walk down the ramp</b></p> <p><b>Collect children from external classroom doors</b></p> <p><b>Follow the one-way system to exit the playground.</b></p> <p><b>Nursery.</b></p> <p><b>8.45 – 9.05 Drop off via Gaskarth gate</b></p> <p><b>11 – 11.15 Collect from Gaskarth gate</b></p> <p><b>1.-1.15pm Drop off via Gaskarth gate</b></p> <p><b>3-3.15pm Collect from Gaskarth gate</b></p>	
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			<ul style="list-style-type: none"> <li>Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces</li> </ul>	Y	<p>New dismissal arrangements mean all children will be collected from class minimising large crowds.</p> <p>Stagger times to spread adults on site and ensure no waiting around for siblings.</p>
			<ul style="list-style-type: none"> <li>Stagger time for SEN Transport drop offs and pick ups</li> </ul>	Y	N/A
			<ul style="list-style-type: none"> <li>Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department</li> </ul>	Y	All appropriate entrance and exits points being used.
			<ul style="list-style-type: none"> <li>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</li> </ul>	Y	<p>Adult to greet child by the door.</p> <p>Stagger times to help reduce groups of children entering classroom at any one time.</p> <p>Children to stand outside classroom door until they are able to wash their hands.</p>
			<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	<p>Parents and carers allowed on site by appointment only.</p> <p>Visitors information to be sent prior to appointment.</p> <p>Home communication and video to encourage parents to not gather by the school gates.</p>
			<ul style="list-style-type: none"> <li>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</li> </ul>	Y	<p>First two weeks, Reception and Nursery children have a delayed start time to facilitate families helping children feel settled.</p>
			<ul style="list-style-type: none"> <li>Identify drop off and pick up waiting areas that can reduce contacts and maximise distance</li> </ul>	Y	See beginning and end of day arrangements
			<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>	Y	<p>Stagger times to prevent queuing.</p> <p>Parents able to drop and wave at the beginning of the day.</p> <p>Video to show new arrangements</p>

				<ul style="list-style-type: none"> <li>• Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes</li> </ul>	Y	<p>Arrangements shared with families and staff via video. Signage to support new layout arrangements.</p>	
				<ul style="list-style-type: none"> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating</li> </ul>	Y	<p>Staggered pickups and drop offs; one way system in the afternoons. Kiss and Wave – mornings.</p>	
				<ul style="list-style-type: none"> <li>• Floor markings visible to all to avoid queuing</li> </ul>	Y	<p>Lines to help parents maintain social distancing. Spot markers to help with queuing.</p>	
				<ul style="list-style-type: none"> <li>• Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>	Y	<p>Included as part of welcome back to school video</p>	
				<ul style="list-style-type: none"> <li>• Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage</li> </ul>	Y	<p>Families encouraged to use bike ramp in the park. Finance dependent re own scooter and bike ramps</p>	
				<ul style="list-style-type: none"> <li>• Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space</li> </ul>	Y	<p>Monitor flow of traffic</p>	
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	3	9	<ul style="list-style-type: none"> <li>• Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>	Y	<p>Included as part of video and regular communication with children and parents.</p>	8
				<ul style="list-style-type: none"> <li>• For those that have to drive, advice on places they should and should not pick up, drop off and park. For Secondary</li> <li>• Identify Sixth Form pupils that drive themselves to school/college, identify parking area/protocols.</li> </ul>	Y	<p>Included as part of video and regular communication with children and parents.</p>	
				<ul style="list-style-type: none"> <li>• Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.</li> </ul>	Y	<p>Kiss and wave system in place</p>	
				<ul style="list-style-type: none"> <li>• Suitability of operation of School Crossing Patrol site considered in consultation with</li> </ul>	Y		

				Highways and, if deemed suitable, temporary measures/procedures implemented.		Barnfield staff on public pathways directly outside school as visible presence	
				<ul style="list-style-type: none"> <li>Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc.</li> </ul>	Y	Markings outside school encouraging 2m distance	
				<ul style="list-style-type: none"> <li>Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required.</li> </ul>	Y	Not sufficient room to widen pavement outside of main gate.	
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3			<ul style="list-style-type: none"> <li>Break and lunch times are staggered</li> </ul>	Y	All break / lunch times staggered to allow bubbles to be outside at any one time.	
				<ul style="list-style-type: none"> <li>External areas are designated for different groups</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Outside spaces are used by one bubble at a time or space is divided with clear demarcations</li> </ul>	Y	During lunchtimes identified areas for each bubble. Markings on floor to help identify areas.	
				<ul style="list-style-type: none"> <li>Pupils are reminded about the protocols of reduction of contacts and maximising distance before every break time</li> </ul>	Y	Information displayed in classrooms as daily reminders. Adults remind children before every break. Adults encourage during breaktimes	
				<ul style="list-style-type: none"> <li>Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.</li> </ul>	Y	Appropriate levels of supervision identified.	
16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	3	4	12	<ul style="list-style-type: none"> <li>Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime</li> </ul>	Y	Information displayed in classrooms as daily reminders. Adults remind children before every lunchtime. Adults encourage during lunchtimes.	10
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Handwashing facilities in every classroom and on exit from the dining room. Protocols included as part of teaching guidance September 2020 and classroom reminders	
				<ul style="list-style-type: none"> <li>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</li> </ul>	Y	Bubbles allocated to spaces in the dining room. Mark cards used.	

				<p>children will be front facing and facing the same direction i.e. not face to face.</p> <ul style="list-style-type: none"> <li>Floor markings are clear to avoid queues</li> <li>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</li> <li>If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food</li> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>		<p>Not possible for children to all be front facing in the dining room due to size of area, equipment and impact on timings.</p> <p>Will be limited queuing for lunch, restricted to class bubbles.</p> <p>Packed lunches eaten in class</p> <p>Children reminded of this protocol at the beginning of lunch sessions. Posters in classrooms</p> <p>Staff to wipe down tables in classrooms</p>	
17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4	4	12	<ul style="list-style-type: none"> <li>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</li> <li>Staff have been briefed on the use of these rooms</li> </ul>	Y	<p>Reduced furniture in staff room. Reduced furniture in smaller rooms One way system in place</p> <p>Included within staff handbook</p>	10
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	3	9	<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance provisions are in place for medical rooms</li> </ul>	Y	<p>Majority of first aid requirements dealt with in bubbles – staff to wear gloves, wash hands after. 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"> <li>has a high temperature</li> <li>has lost their sense of smell</li> <li>develop a new, dry cough</li> </ul> <p>Bubble leaders need to contact whoever is on duty in the medical room. The child needs to be collected by the person on duty in the Medical Room in full PPE.</p>	8

						<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"> <li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> </ul>	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>	
				<ul style="list-style-type: none"> <li>PPE available if staff dealing with pupil with symptoms</li> </ul>	Y	<p>Sufficient PPE on site.</p> <p>Welfare lead to monitor stock levels and re-order as necessary</p>	
				<ul style="list-style-type: none"> <li>Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas</li> </ul>	Y	<p>Advise Birkin – deep clean of rooms.</p> <p>Communicated by site manager and office staff</p>	
19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	4	12	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	<p>FAQ shared with parents and video circulated to all parents in September</p>	10
				<ul style="list-style-type: none"> <li>The maximising distance floor markings are clearly in place</li> </ul>	Y	<p>Identified inside and outside.</p> <p>Larger signage to encourage social distancing.</p>	
				<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty</li> </ul>	Y	<p>Visitors by appointment only</p> <p>Plastic shield to maintain social distance.</p> <p>Headsets for office staff</p>	
				<ul style="list-style-type: none"> <li>Non-essential visitors to school and deliveries are minimised</li> </ul>	Y	<p>Delivery drivers have 2 metre squared areas to drop off parcels.</p>	

						Non-essential visitors will not be permitted on the school site.	
				• Arrangements are in place for visitors to stay apart	Y	No visitors on site	
<b>C. Hygiene and protective controls</b>							
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	4	12	• Ensure frequent hand cleaning and good respiratory hygiene practices	Y	Handwashing posters, regular handwashing led by the bubble adults.	10
				• Regular cleaning	Y	Extra surface cleaning at lunchtime and regular daily cleaning. Extra toilet cleaning throughout the day. This will include: Door handles Locks Toilet flush Taps	
				• 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			
21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4	4	16	• 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	Information has been shared about testing of staff and pupils to whole community. Review in line with updated guidance. Include contact numbers in staff handbook and Home school Agreement	14
				• Ensure that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a> , or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home	Y	Ensure all staff are aware of symptoms. System in place to share information of any child sent home with symptoms to all staff know they are self isolating. Parents asked to notify school of test results before child can come back before isolation period has expired.	
				• Make arrangements to isolate anyone with symptoms and have clear guidance and protocols	Y	Unwell person to sit in AHT office	

				<ul style="list-style-type: none"> <li>• PPE on hand.</li> </ul>	Y	Welfare Lead to monitor stock levels and purchase	
				<ul style="list-style-type: none"> <li>• Active engagement with NHS Test and Trace</li> </ul>	Y	Included within staff handbook and Home school Agreement	
22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	4	16	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	Y	<p>Children have their own names essential resources which will be kept in school.</p> <p>Toys separated - washed after each session</p> <p>Resources separated – washed after each session</p>	13
				<p>Establish arrangements for all frequently touched surfaces and equipment e.g.</p> <ul style="list-style-type: none"> <li>• door handles</li> <li>• handrails</li> <li>• tabletop</li> <li>• play equipment</li> <li>• toys</li> <li>• electronic devices (such as phones)</li> <li>• specialist equipment, including equipment used by pupils with SEN</li> </ul>	Y	<p>Antibacterial spray and wipes stored in every classroom.</p> <p>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 wipes after use.</p>	
				<ul style="list-style-type: none"> <li>• When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.</li> </ul>	Y	Site Manger to oversee Birkin staff and liaise with supervisor	
				<ul style="list-style-type: none"> <li>• Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.</li> </ul>	Y	<p>Pupils to keep resources at school.</p> <p>Staff to have their own resource where appropriate. Books taken home only if necessary inline with marking and feedback policy.</p>	
				<ul style="list-style-type: none"> <li>• Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom.</li> </ul>	Y	<p>All pupils will have their own resources that only they use.</p> <p>Parents encouraged to purchase equipment and keep in school.</p>	

						These will be kept in trays under their desks	
				<ul style="list-style-type: none"> <li>Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books</li> </ul>	Y	Included as part of teaching guidance September 2020	
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Wipes left near shared equipment for staff to use. Own laptops limits possible transmission risk. Included as part of teaching guidance September 2020	
				<ul style="list-style-type: none"> <li>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</li> </ul>	Y	Included as part of video	
23. Risk of virus spreading because the school has insufficient materials and equipment	4	3	12	<ul style="list-style-type: none"> <li>Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms</li> </ul>	Y	Sinks in every classroom with handwash / paper towels. Site Manger to review stock levels with additional cleaner daily. Running water in every classroom – confirmed with Public Health London	10
				<ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>	Y	Hand sanitisers are around the school and at the entrance.	
				<ul style="list-style-type: none"> <li>Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,</li> </ul>	Y	Lidded bins in rooms and playground.	
				<ul style="list-style-type: none"> <li>Bins to be double bagged and emptied</li> </ul>	Y	Site manager to liaise with Birkin.	
				<ul style="list-style-type: none"> <li>Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom</li> </ul>	Y	Tissues stored in each classroom with 'catch it, bin it, kill it' posters around the school and in classrooms. Remind children to sneeze/cough into crook of elbow if they can't get to tissue in time	

24. Provision and use of PPE for staff where required is not in line with government guidelines	3	3	9	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> </ul>	Y	Communicated to staff via INSET and handbook Sufficient stock levels.	8
				<ul style="list-style-type: none"> <li>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</li> </ul>	Y	Training with welfare lead	
				<ul style="list-style-type: none"> <li>Staff are reminded that the wearing of gloves is not a substitute for good handwashing</li> </ul>	Y	Handwashing is embedded throughout the school.	
25. Pupils forget to wash their hands regularly and frequently	4	4	16	<ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> </ul>	Y	Handwashing routines are in place and staff regularly remind children of the correct procedures. (Posters in every room) Use video on handwashing <a href="https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/">https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/</a>	10
				<ul style="list-style-type: none"> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.</li> </ul>	Y	Posters have been printed and are put up around the school. Adults remind children at the start of day and at regular points.	
				<ul style="list-style-type: none"> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>	Y	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.	
26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	3	4	12	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Posters are up around school as well as floor markings to show the one-way systems.  Regular reminders about the need to reduce contact and maximise distance.  Social stories available for SEND children.	10

			<ul style="list-style-type: none"> <li>• Staff model reducing contacts and maximising distance consistently.</li> </ul>	Y	SLT to remind staff of expectations. All staff expected to model
			<ul style="list-style-type: none"> <li>• The movement of pupils around the school is minimised.</li> </ul>	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"> <li>• Large gatherings are avoided inc assemblies</li> </ul>	Y	Any large gatherings will be via virtual platform.
			<ul style="list-style-type: none"> <li>• Break times and lunch times are structured to support the reduction of contacts and maximising distance and are closely supervised</li> </ul>	Y	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
			<ul style="list-style-type: none"> <li>• 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.</li> </ul>	Y	New Relationship policy – shared with all staff and parents
			<ul style="list-style-type: none"> <li>• Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed.</li> </ul>	Y	SLT to review during key times and action as appropriate.
			<ul style="list-style-type: none"> <li>• Messages to parents reinforce the importance of reduction of contacts and maximising distance</li> </ul>	Y	Parent/carers are informed of all the new procedures as well as the importance of social distancing via video and FAQ.
			<ul style="list-style-type: none"> <li>• Arrangements for younger primary school children have been agreed and staff are clear on expectations.</li> </ul>	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"> <li>• Arrangements for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>	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.	
<b>D. Premises and Buildings</b>							
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	4	16	<ul style="list-style-type: none"> <li>A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening.</li> </ul>	Y	Deep clean scheduled before return to school. Site Manger to oversee standard.	13
				<ul style="list-style-type: none"> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include: <ul style="list-style-type: none"> <li>more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach</li> <li>the regular cleaning of toilets</li> </ul> </li> </ul>	Y	Additional cleaner employed by the school throughout the day to regularly clean these areas. Site manager to create a new timetable for September 2020 .	
				<ul style="list-style-type: none"> <li>Working hours for cleaning staff are increased</li> </ul>	Y	In place – monitored by site manager.	
28. The use of fabric chairs may increase the risk of the virus spreading	3	3	9	<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> </ul>	Y	All fabric chairs taken out of EYFS Limited in staff room /	8
				<ul style="list-style-type: none"> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	Y	Limited to designated areas in the staff room	
29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4	4	16	<ul style="list-style-type: none"> <li>Follow DfE guidelines for number of pupils per toilet</li> </ul>	Y	Bubbles allocated to toilets. Staff to send children in smaller groups before playtimes depending on toilets numbers per bubble.	11
				<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> </ul>	Y	Completed where possible.	
				<ul style="list-style-type: none"> <li>Floor markings are in place to enable reduction of contacts and maximising distance.</li> </ul>	Y	Adults to remind children.	

				<ul style="list-style-type: none"> <li>• Pupils know that they can only use the toilet one at a time.</li> </ul>	Y	Adults to remind children.	
				<ul style="list-style-type: none"> <li>• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> </ul>	Y	Adults to remind children.	
				<ul style="list-style-type: none"> <li>• The toilets are cleaned frequently as laid out in the enhanced cleaning schedule</li> </ul>	Y	Monitored by Site Manger Cleaning schedule displayed in toilets	
				<ul style="list-style-type: none"> <li>• Monitoring ensures a constant supply of soap and paper towels</li> </ul>	Y	Monitored by site manager	
				<ul style="list-style-type: none"> <li>• Bins are emptied regularly.</li> </ul>	Y	Monitored by site manager	
				<ul style="list-style-type: none"> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>	Y	Posters next to all handwashing facilities. Adults regularly remind children.	
30. Fire procedures are not appropriate to cover new arrangements	4	3	12	<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>○ Reduced numbers of pupils/staff</li> <li>○ Possible absence of fire marshals</li> <li>○ The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points</li> <li>○ A possible need for additional muster point(s) to enable reduction of contacts and maximising distance where possible</li> </ul> </li> </ul>	Y	<p>Fire procedures to be disseminated to the school community. New areas for some children who have moved phases.</p> <p>Bubbles will muster in the same designated area as the current room location</p> <p>Same transitional arrangements. Children to use 'super arms' to facilitate social distancing when lining up</p>	10
				<ul style="list-style-type: none"> <li>• Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities)</li> </ul>	Y	Bubble staff to provide this information to children	
				<ul style="list-style-type: none"> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	Y	Fire Marshall training organised for Autumn term.	
31. Fire evacuation drills - unable to apply reduction of contacts and	4	3	12	<ul style="list-style-type: none"> <li>• 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</li> </ul>	Y	Limited space to allow for social distancing.	10

maximising distance procedures effectively				<ul style="list-style-type: none"> <li>Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.</li> <li>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</li> </ul>		Reviewed with appropriate actions put in place.	
32. Fire marshals absent due to self-isolation	4	3	12	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	Y	Fire Marshall training organised for Autumn term.	10
33. All systems may not be operational	3	3	9	<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate, see following link: <a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a></li> </ul>	Y	Guidance being followed – overseen by site manager	9
				<ul style="list-style-type: none"> <li>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</li> </ul>	Y	Guidance being followed – overseen by site manager	
34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	3	12	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> </ul>	Y	Guidance being followed – overseen by site manager	10
				<ul style="list-style-type: none"> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>The following guidance has been followed where appropriate: <a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></li> </ul>	Y	Overseen by site manager	
35. Lack of good ventilation means	4	4	16	<ul style="list-style-type: none"> <li>Ensure good ventilation in classrooms and common areas e.g. through opening a window</li> </ul>	Y		12

that there is risk of transmission				<ul style="list-style-type: none"> <li>Follow guidance in the following link:</li> <li><a href="#">air conditioning and ventilation during the coronavirus outbreak.</a></li> </ul>		Staff encouraged to keep window and doors open. Included as part of teaching guidance September 2020	
36. Visitors to the site (including parents) add to the risk	4	4	16	<ul style="list-style-type: none"> <li>Signage giving routes, procedures, entrances and exits to be followed.</li> </ul>	Y	All staff to ensure these procedures are followed.	13
				<ul style="list-style-type: none"> <li>Limit the external visitors to the school during school hours</li> </ul>	Y	No external visitors without prior appointment unless emergency.	
				<ul style="list-style-type: none"> <li>Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.</li> </ul>	Y	Office staff use own resources, wash hands after signing for deliveries. Only emergency contractors or delivery drivers will be allowed into the building.	
				<ul style="list-style-type: none"> <li>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)</li> </ul>	Y	Parents have given clear instructions on when/where to drop off and pick up. Phone / zoom meetings where necessary.  Limit face to face meetings – use HT and DHT offices as these are larger.	
				<ul style="list-style-type: none"> <li>Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings ‘virtually’</li> </ul>	Y	Annual reviews, SEN support plan, transitions meetings and meetings with all external professionals have been held virtually since the start of the lockdown. This will 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	4	16	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Continuing as scheduled where possible, office manager and site manager to oversee.	13
				<ul style="list-style-type: none"> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe</li> </ul>	Y	All visitors including parents are not allowed within the secure area of the school building. This has been communicated to parents by HT.	
				<ul style="list-style-type: none"> <li>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</li> </ul>	Y	Office staff have been briefed to ask about the health status of contractors and essential visitors.	

				ensure effective reduction of contacts and maximising distance is maintained at all times.		Temperatures to be taken	
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Contractors asked not to enter / exit building between 8.30 – 9.30am and 2.30 – 3.30pm	
				<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> </ul>	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"> <li>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).</li> </ul>	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.	
				•			
<b>E. General</b>							
38. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	3	3	9	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Review of all policies overseen by HT	8
				<ul style="list-style-type: none"> <li>The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.</li> </ul>	Y	Reviewed by HT and site manager	
				<ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	Y	Communications are generally functioning well. Main channels are - Email / text - staff Hub / text - parents Email / virtual meetings- GB	

						<p>Support needed translating documents via website and encouraging parents to use google forms.</p> <p>School office numbers are known to the school community.</p> <p>Key families have direct access to the learning mentor</p>	
39. Curriculum/ Learning Environment	4	3	12	<ul style="list-style-type: none"> <li>Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place.</li> <li>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.: <ul style="list-style-type: none"> <li>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.</li> <li>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 Yside-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.</li> </ul> </li> <li>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.</li> </ul>	Y	<p>Information in staff handbook as part of guidance for teaching September 2020.</p> <p>HT to liaise with All for Sports re PE lessons and expectations.</p> <p>Coaching for HLTAs / NQTs</p>	10
40. Key stakeholders are not fully informed	4	3	12	<ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place:</li> </ul>	Y	FAQ sheet / email / videos for community	10 - 12

about changes to policies and procedures due to COVID-19, resulting in risks to health				<ul style="list-style-type: none"> <li>○ Staff (inc staff at breakfast club and after school activities)</li> <li>○ Pupils</li> <li>○ Parents</li> <li>○ Governors/Trustees</li> <li>○ Local authority</li> <li>○ Health services</li> <li>○ Regional Schools Commissioner</li> <li>○ Professional associations</li> <li>○ Other partners</li> <li>○ Neighbouring schools/EY settings</li> <li>○ Highways department</li> </ul>		<p>Staff training saved on shared area</p> <p>1:1 with identified families</p>	
				<ul style="list-style-type: none"> <li>• Parents are communicated with to make sure they know: <ul style="list-style-type: none"> <li>○ whether their child will be able to attend from 7th Sept</li> <li>○ what protective steps you're taking to make the school a low-risk place for their child</li> <li>○ what you need them to do (such as on drop off and collection)</li> </ul> </li> <li>• For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan</li> </ul>	Y	<p>Communicated via newsletter / email / welfare calls</p> <p>Identified families called as part of RA –</p> <p>Inclusion leader and pastoral lead supporting vulnerable pupils</p>	
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	<ul style="list-style-type: none"> <li>• School is aware of current guidelines for shielding</li> </ul>	Y	HT responsible for sharing with guidelines with staff	12
				<ul style="list-style-type: none"> <li>• Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis.</li> </ul>	Y	Pastoral leader overseeing – focus on supporting families back to school	
				<ul style="list-style-type: none"> <li>• 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.</li> </ul>	Y	Inclusion Leader responsible for overseeing – 1:1 conversations	
				<ul style="list-style-type: none"> <li>• Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y	Welfare leader to update 2/9/20	

				<ul style="list-style-type: none"> <li>Staff are available to ensure pupils at home continue to be provided with remote education</li> </ul>	Y	As part of remote learning policy – lessons will be posted to google classroom for children to access	
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	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> </ul>	Y	Staff trained in: Anxiety Bereavement Supporting transition Zones of regulation	9
				<ul style="list-style-type: none"> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> </ul>	Y	JB / LG – Supervision Qwel	
				<ul style="list-style-type: none"> <li>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).</li> </ul>	Y	Focus on this area during Autumn Term. First unit, Here we are will address many of these issues. Survey undertaken with families to help identify wellbeing concerns.	
				<ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>	Y	<a href="#">Barnet Wellbeing Team contacts</a>	
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	5	15	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> </ul>	Y	Genuine focus on supporting staff wellbeing Staff survey used throughout Autumn term to monitor wellbeing	12
				<ul style="list-style-type: none"> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> </ul>	Y	SLT overseeing	
				<ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing</li> </ul>	Y	<a href="#">LBB offer</a> shared with staff <a href="#">Employee assistance programme</a> available to all staff	
				<ul style="list-style-type: none"> <li>Staff briefings/training on wellbeing are provided.</li> </ul>	Y	See links above	
				<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Y	Circulated to staff	

44. 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"> <li>The governing body continues to meet regularly via online platforms.</li> </ul>	Y	Meetings held since lockdown Minutes available	6
				<ul style="list-style-type: none"> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> </ul>	Y	Governors receive updates by email between scheduled meetings from HT	
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Weekly conversations with Chair of Governors Governor dialogue ongoing	
				<ul style="list-style-type: none"> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> </ul>	Y	Weekly conversations with Chair of Governors Governor dialogue ongoing	
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Minutes available	
45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	4	12	<ul style="list-style-type: none"> <li>Guidance on test and trace has been published.</li> </ul>	Y	<a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a>	11
				<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>	Y	Explained via inset and included as part of staff handbook	
				<ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>	Y	HT and DHT to support with this	
46. Infection transmission within school due to staff/pupils (or	4	4	16	<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> </ul>	Y	Dfe Guidance being followed Welfare lead collating and sharing information. Tracking system in place in school office	12

<p>members of their household) displaying symptoms</p>				<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Y</p>	<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"> <li>has a high temperature</li> <li>has lost their sense of smell</li> <li>develop a new, dry cough</li> </ul> <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>Child should be encouraged not to touch surfaces and cover mouth and nose if they sneeze/cough</p> <p>If the child needs to go to the toilet whilst waiting for medical assistance/or to be collected by parent, consider which toilet would be the most appropriate one for them to use and clean the toilet and surrounding areas when they have left</p> <p>Parents to be contacted to collect their child.</p> <p>Parents should be advised to have their child tested.</p> <p>School to contact bubbles if confirmed case.</p>	
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				<ul style="list-style-type: none"> <li>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</li> </ul>	Y	<p>Key information shared with parents</p> <p>Update parents regularly</p>	
				<ul style="list-style-type: none"> <li>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</li> </ul>	Y	No one has had a positive covid test amongst of the staff thus far. HT would inform LNI	
47. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	4	4	16	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Email is used for sharing all government guidance. Clear guidance given on the FAQ sheet to parents / Welcome back video.	13
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Y	Staff handbook	
				<ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y	Communication channels are fit for purpose -	
48. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school including test and trace	4	4	16	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Parents of bubble would be informed – phone call  Letter to wider community	13
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Y	Staff handbook	
				<ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y	Communication channels are fit for purpose  Supplemented by google classroom in September	
49. Staff, parents and carers are not aware of recommendations on transport to and from school	4	4	16	<ul style="list-style-type: none"> <li>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).</li> </ul>	Y	Explained in FAQs to parents / welcome back video Home school agreement Communicated to staff	12

				<ul style="list-style-type: none"><li>• <b>Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures</b></li></ul>			
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