

COVID-19: Operational Risk Assessment for Full School Reopening 08.03.21 V.1

SCHOOL NAME: Moss Hall Schools Federation

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Laura Wynne Executive Head Teacher	28.02.21		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) 2012 The Health Protection (Notification Regulations) 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' Existing Risk Assessment for school phased re-opening	Covid19 Education and Skills Service Strategy (April 2020) Education and Skills Service Recovery Planning support for schools (May 2020)	https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)

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)
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A. Staffing Resources

1. Risk that there are insufficient staff to support all the pupils to be in school	2	3	6	<ul style="list-style-type: none"> Audit staff availability 		all staff other than shielding staff back at work	6
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	3	9	<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	Yes – see above	8
				<ul style="list-style-type: none"> Full use is made of lateral flow twice weekly tests for staff 		Yes – see above Requirements of staff in self reporting, testing and engaging in tracing has been added to staff training and Staff Code of Conduct	
				<ul style="list-style-type: none"> A clear rationale is in place for which pupils will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve. 	Y	All pupils expected to return full time. We are using whole year group bubbles and this will dictate action if there are any positive cases at school. If year groups are to have to self isolate then the teachers and support staff (as long as they are well) will run home learning for those children through MHSF's GSuite	
				<ul style="list-style-type: none"> Where possible, ensure pupils with SEND are prioritised to be in school, - 	y	Yes – individual RAs to be revisited and staffing to be organised and planned as a priority - all children are expected to be in school	
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	3	2	6	<ul style="list-style-type: none"> Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies. 	Y	Yes – we have school based staff who can cover absence in both schools – regular agency staff have already been employed and will be inducted as part of the team so that they fully understand and adhere to the protective measures we have in place	6
				<ul style="list-style-type: none"> Ensure visiting staff are aware of and adhere to distancing and hygiene measure and minimise contact to only pupils who need to be taught. 	y	Yes Visitors to the school to be run through protocols by office staff before they are allowed to move through the building Posters and signs around school to remind all about social distancing and hand hygiene	
				<ul style="list-style-type: none"> Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor. 		Yes – if they are to be working for more than 5 days at the school as well as the visitor protocol a full RA will be carried out with them before they start (GP))	
				<ul style="list-style-type: none"> 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. 		SCITT in place in both schools – stay in year group bubble Provider to supply details of their training needs	
4. Risk of infection of extremely clinically vulnerable members of the household of a member of staff.	4	2	8	<ul style="list-style-type: none"> Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible 	y	Yes – individual RAs to be completed for those who are ECR and those living with ECV	8
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	2	6	<ul style="list-style-type: none"> Provide cover for the role from within available staffing 		First Aid Adult –3 x member of staff trained across MHSF (training to be organised for extra capacity) DSL – There are enough Lvl3 Safeguarding trained members of staff in both schools to ensure this role will be	6

						covered in case of staff absence – outlined in Safeguarding Addendum SENCo – Both schools have FT SENCo and in their absence there is sufficient expertise within both leadership teams to cover	
				<ul style="list-style-type: none"> Or remote support via another school, Academy Trust or the LA 	Y	NA – but LA support can be accessed if necessary	
				<ul style="list-style-type: none"> Ensure First Aid certificates are up to date (previously extended for 3 months) 		See above	
				<ul style="list-style-type: none"> Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals. 	Y	First Aiders have received training by Hospital Doctor on PPE requirements and the correct use of PPE First Aid protocol in place	
				<ul style="list-style-type: none"> Programme of training for additional staff in place (e.g. Safeguarding) 	Y	taff are now familiar with al new protocols	
6. Risks to health and safety because staff are not trained in new procedures.	3	2	6	<ul style="list-style-type: none"> A revised staff handbook is issued to all staff prior to reopening. 		Handbooks are in place - new protocols to be circulated 5th March. Staff Code of Conduct also updated to reflect changes)	6
				<ul style="list-style-type: none"> 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"> Infection control Fire safety and evacuation procedures Constructive behaviour management Safeguarding Risk management 	Y	Stringent H & S protocols for staff are in place. All staff will be reminded of guidelines. All will complete Google form to say they have seen, know and will abide by the protocols. Staff conduct will be taken very seriously and link to HR management/ conduct policies. BC and ASC – GP to assess risk assessments	
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	2	8	<ul style="list-style-type: none"> An individual risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to reduce the number of different contacts and keep a safe distance, and they must not be employed in any role where high-risk activities may be carried out, for example personal care. 	y	CEV have been identified and/ or are shielding at home	8
				<ul style="list-style-type: none"> All members of staff with underlying health issues have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated 	Y	Yes – previously completed during first risk assessment process and staff will be asked to update us if there are any changes	
				<ul style="list-style-type: none"> Members of staff who are classed as clinically vulnerable and clinically extremely vulnerable have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice 	Y	Yes – current Government advice has been taken into account for those who are clinically vulnerable and those living with clinically vulnerable and we have begun to undertake a negotiated return to school for this group CEV group or living with – individual RA will take place and staff will be asked to seek advice from health professionals where necessary after shielding finished on 2 nd August	
				<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	Yes	
				<ul style="list-style-type: none"> Current government guidance is being applied. 	Y	Yes	

B. Teaching Spaces, the Learning and School Environment

8. Risk of transmission within the school building (this includes breakfast club and after school activities)	3	2	6	<ul style="list-style-type: none"> Audit accommodation and the full range of curriculum needs in order to establish if class groups (30 children) are a feasible bubble size or if year group sized bubbles will need to be implemented. 	Y	Decision to establish year group size bubbles due to size of the schools and the logistical implications	6
				<ul style="list-style-type: none"> Take account of the unique needs of individual pupils, including those with SEN and the youngest children in the school. Pupils who have complex needs or who need close contact care: Their educational and care support should be provided as normal. 	Y	Staffing and accommodation planned so that the sites are accessible for all	
				<ul style="list-style-type: none"> Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children. 	Y	many classrooms are small -	
				<ul style="list-style-type: none"> Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate. 	Y	Excluding EYFS and Y1 classrooms	
				<ul style="list-style-type: none"> Protocols around reduction of contacts and maximising distance shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood reduction of contacts and maximising distance. Where a pupil does not understand maximising distance or for those who need close contact care, education and care support should be provided as normal. 	Y	Initial contracting and "rule writing " with the children re distancing , respect, kindness, personal space, touch Behaviour policy revisited and amended Social stories and visual aides provided for SEND children that need them Will be woven into the daily curriculum offe	
				<ul style="list-style-type: none"> Clear signage displayed in classrooms promoting reduction of contacts and maximising distance 	Y		
				<ul style="list-style-type: none"> Children stay with their own teacher/teaching assistant and where possible do not mix with other children ('bubble' model). This is particularly the case for pupils with SEN and younger children who are unable to adhere to reduction of contacts and maximising distance 	Y	'Year group bubble' structure is the core of our planning During teaching time class bubbles will not mix Mixing will be during outside playtimes and at lunchtime as part of the 'whole year group bubble' planning	
				<ul style="list-style-type: none"> Where younger children are unable to reduce contact and maximise distance adults should avoid close face to face contact and minimise time spent within 1 metre of anyone. 	y	Protocols for staff working in MHI to be clearly outlined during INSET days and recorded in Staff Handbook and Code of Conduct reflecting need to reduce face to contact and maximise distancing with adults	
				<ul style="list-style-type: none"> For breakfast and after school clubs schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups Schools should consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place. 	y	- Breakfast Club to operate with 7 areas for the 7 year groups? Distance to be maintained by staff	
9. Risk of transmission in large spaces used	3	2	6	<ul style="list-style-type: none"> Limits are set for large spaces e.g. dining hall, school hall, sports hall to facilitate the reduction of contacts and maximise distance, minimising face to face contact 	Y	Dining Hall plans include: - Ensuring each year group bubble eats in specified area or zone	6

as classrooms/ teaching spaces						- face to face contact cannot be avoided – children are mixing only with those in their own bubble - Reduced pressure on numbers in zones by using the MHJ hall for children who have packed lunches if needed	
				• Large gatherings of more than one bubble should be avoided	Y	Assemblies online not in hall	
				• Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart.	y	Dining hall and outside spaces to be separated into zones and movement from outside to inside and around the site will be clearly structured and signed	
10. Risks of transmission during use of the outdoor learning environment for young children	3	2	6	• Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces	Y	DfE/ Gov. have made it clear that social distancing with very young children is not possible (nor is it desirable for their development) children will be reminded to wash hands and have good respiratory hygiene	6
				• Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside	Y	Sanitising and hygiene supplies in place in each teaching room/ space Toilets assigned to bubble	
				• Close down drinking fountains and make arrangements for individual water bottles for children	Y	All children to bring their own bottles Water can be replenished Fountains will be turned off and taped over.	
				• Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances if shared between bubbles.	y	MHI - Learning garden and outdoor play spaced zoned – MHJ - Climbing frame learned routinely	
				• Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam	Y	items separated for bubbles To be discussed with teaching team and lists of items not to use to be drawn up	
				• Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available	Y	In place at MHI and MHJ at lunch times Use of outdoor space for physical activity to be maximised	
				• Outside spaces are divided and demarked for class groups of children to use to facilitate children staying in their groups. Where this is not possible year groups may form a larger bubble.	Y	Playgrounds and/or areas of playgrounds to be allocated to year group bubbles at play time and lunch times	
				• Where outside space must be shared arrangements for cleaning between bubbles are in place	Y		
				• Resources are limited to facilitate effective cleaning daily	Y		
				• Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc for individual children to use, with their names or arrange for bikes to be wiped down by an adult, between use by the children	Y	EY staff developing provision regarding this	
• 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						
11. Risk of staff having to move between groups	3	3	12	• 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.		latest DfE guidance states where staff do need to move between bubbles they should do to ensure learning can proceed	6
12. Risks of transmission due to movement around the school.	4	3	12	• Arrange for corridors to be one-way where possible	Y	In place	8
				• Clear signage and markers for the youngest children	Y		
				• Corridors are divided where feasible	Y		

				<ul style="list-style-type: none"> Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible 		Short stagger for arriving and home time and some stagger for play time and lunchtime movement to avoid bottle necks and bubble crossing	
				<ul style="list-style-type: none"> Movement of pupils and staff around the school is minimised 	Y	Mindful of this during all planning	
				<ul style="list-style-type: none"> Pupils are reminded regularly of protocols for reduction of contacts and maximising distance 	Y	Part of daily offer, revised behaviour policy and staff guidelines and expectations	
				<ul style="list-style-type: none"> Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance 	Y		
13. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	2	8	<ul style="list-style-type: none"> Start and departure times are staggered where possible 	Y	See routines and schedule spreadsheet for this section	8
				<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 	Y		
				<ul style="list-style-type: none"> Stagger time for SEN Transport drop offs and pick ups 		NA	
				<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	Moss Hall Grove will only be used by MHI	
				<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 	Y	Already in place – using markings on floors to wait and then hand sanitiser as they enter the class	
				<ul style="list-style-type: none"> Unless essential, do not allow parent/carers to enter the buildings to drop off or collect children. If parents do need to enter the building ensure they have an understanding of the procedures in order to keep everyone safe. Do not allow gathering at the school gates to talk to other parents. 	Y	Parents not allowed to enter the building unless this will support young children's well-being when separating from their parents when settling in – Waiting at designated spaced out positions in a playground SLT to be outside in high vis to ensure that parents do not gather	
				<ul style="list-style-type: none"> Consider special arrangements for settling children who are new to the school to enable the reduction of contacts and maximising of distance from parents where possible 	Y	No thorough fare through MHJ	
				<ul style="list-style-type: none"> Identify drop off and pick up waiting areas that can reduce contacts and maximise distance 	Y	As above	
				<ul style="list-style-type: none"> Extend gate/entrance opening times to prevent queueing 	Y	as above	
				<ul style="list-style-type: none"> Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes 	Y	re-familiarisation on return	
				<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 starts and ends of days in both schools	
				<ul style="list-style-type: none"> Floor markings visible to all to avoid queueing 		To be redesigned for new systems	
				<ul style="list-style-type: none"> Parents given advice on walking/cycling to school, avoiding public transport and minimising driving 	Y	This can be achieved through the newsletter	
				<ul style="list-style-type: none"> Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage 	Y	Normal health and safety messages and return to school info	
				<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 		Not necessary Extra signage and information to parents and contractors to go out to go out about not using the carpark entrances during drop off and pick up times	
14. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians	3	2	6	<ul style="list-style-type: none"> Advice to pupils and families on maintaining road safety procedures despite changes. 	Y	MHSF will communicate through the newsletters and school travel updates	6
				<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. 	N	Our parents are familiar with where they can and can't park	

due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.				<ul style="list-style-type: none"> • Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families. 	N	Not suitable given the road around the school	
				<ul style="list-style-type: none"> • Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented. 	N	NA	
				<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. 	N	not available to help	
				<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. 	N		
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	2	6	<ul style="list-style-type: none"> • Break and lunch times are staggered 	Y	See MHI and MHJ pupil planning docs	6
				<ul style="list-style-type: none"> • External areas are designated for different groups 	Y	As above	
				<ul style="list-style-type: none"> • Pupils are reminded about the protocols of reduction of contacts and maximising distance before every break time 	Y	Will form part of bubble contract and daily routines reminders	
				<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	Children requiring supervision at playtimes will have this support	
16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	3	2	6	<ul style="list-style-type: none"> • Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime 	Y	Part of daily routines and curriculum	6
				<ul style="list-style-type: none"> • Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area. 	Y	Rotation systems and queueing systems are in place for each year group bubble	
				<ul style="list-style-type: none"> • Dining room areas and other spaces are configured to ensure the reduction of contacts and maximising distance measures are in place when the children eat. Where possible children will be front facing and facing the same direction i.e. not face to face. 	Y	Each year group bubble to have a designated area for dining	
				<ul style="list-style-type: none"> • Floor markings are clear to avoid queues 	Y		
				<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	We are going to try and have hot lunches not packed lunches MHJ packed lunches may be eaten in main MHJ hall to reduce pressure of numbers on dining room if this is deemed necessary though we aim to avoid this	
				<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	Information to go out to parents, training for staff and reminders for children in place and frequent	
				<ul style="list-style-type: none"> • Eating areas are thoroughly cleaned after lunchtime 	Y		
17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4	2	8	<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 the reduction of contacts and maximising distance 		MHJ and MHI offices have been separated into zones or distance created Staff rooms use to be minimised - staggered breaks and lunches will support this	8
				<ul style="list-style-type: none"> • Staff have been briefed on the use of these rooms 		Will be added to staff Friday briefings	
18. The configuration of medical rooms may compromise reduction of	3	2	6	<ul style="list-style-type: none"> • Reduction of contacts and maximising distance provisions are in place for medical rooms 	Y	This will be an aim unless a child needs intimate care or comforting or medical support / aid. PPE use in place for	6
				<ul style="list-style-type: none"> • Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged 	Y	yes	

contacts and maximising distance measures				• PPE available if staff dealing with pupil with symptoms	Y	Yes	
				• Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas	Y		
19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	2	6	• Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school.	Y	Starting back letters will be sent out and videos to be created so that parents and children can be walked through the new arrangements	6
				• The maximising distance floor markings are clearly in place	Y		
				• Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty	Y		
				• Non-essential visitors to school and deliveries are minimised	Y		
				• Arrangements are in place for visitors to stay apart	Y	Visitors are actively discouraged	

C. Hygiene and protective controls

20. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission.	3	3	9	• Ensure frequent hand cleaning and good respiratory hygiene practices	Y	Protocols in place in each school for children and staff. Bins in each classroom for used tissues. Hand sanitiser also available. Part of the curriculum for all children – constantly reminded	6
				• Regular cleaning	Y	Premises cleaning plan enhanced (see cleaning plan) Additional cleaning hours have been secured for bought for both schools through our existing contracts	
				• Minimise contact and mixing (see above)	Y	See above though this is difficult to monitor	
				• See sections above re start and end of day arrangements, playtimes and break times	Y	See above	
21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4	3	12	• 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	Clear outline of expectations for staff and parent handout as to what to do if they or their child shows symptoms Kits to be handed out – currently the school does not have - to be delivered to school Evidence of engagement and test results to be an expectation staff now having lateral flow tests 2 x / week including cleaners, kitchen staff, SMARTplay	8
				• Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms , or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home	Y	Added to parent information and Staff Handbook and Code of Conduct Constant reminders to staff and parents regular feature in the newsletter	
				• Make arrangements to isolate anyone with symptoms and have clear guidance and protocols	Y	isolation space designated in both schools	
				• PPE on hand.	Y	In medical rooms and classrooms	
				• Active engagement with NHS Test and Trace	Y	Evidence for staff to be required Information to be in newsletter and on website	
22. Risk of the virus spreading via surfaces in the school unless	4	2	8	• 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.		Specific resources will be allotted to groups Shared resources will be cleaned by children who used them or cleaning staff	8

there is regular cleaning				<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 		<p>Cleaning routine: Door handles/ touch points/ phones/ keyboards/ screens/ table tops/ taps/ switches – wiped down with anti- bacterial/ Hypaclean product twice during day (approx. 11 am and 2pm) in all used areas of school in addition to beginning and end of day procedures. MHI additional touch point cleaning Handrails: end and start of day cleaning procedures Table tops: as above Play equipment: minimised use by staff to acceptable levels and which can be cleaned / outdoor large equipment taped off (MHJ/ MHI)</p> <p>Both cleaning companies are working in partnership to adjust cleaning routines in response to our needs – this will be kept under review daily</p> <p>Corridor doors and classroom doors to be kept open during the day to increase ventilation</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	Anti-bacterial products being used as recommended by cleaning company to be Covid suitable	
				<ul style="list-style-type: none"> • Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources. 	Y	Bookbags to come and go Homework to be put online so not paperbased	
				<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	Each child will have their own pack of books, stationary and equipment	
				<ul style="list-style-type: none"> • Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books 	Y	See above. In book marking and feedback will be re-introduced gradually	
				<ul style="list-style-type: none"> • Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations. 	Y	As above – sanitizers are available in each classroom Staff etc. asked to use sanitizer before using touch screens	
				<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. Ensure parent/carers are aware of this 	Y	Normal uniform MHJ will be encouraged – MHI – simple uniform introduced This will be added to information to parents and regularly reminded in newsletter	
23. Risk of virus spreading because the school has insufficient materials and equipment	4	2	8	<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	Daily premises team check in and audit/ replace. Toilets checked through the day for tissues / towels Weekly stock take across both school and order system in place.	8
				<ul style="list-style-type: none"> • Use of hand sanitisers at appropriate locations 	Y	Entry/ exit/ staff and classrooms and offices	
				<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, 	Y	Tissue bins provided – emptied and bagged contents at the end of every day by cleaners	
				<ul style="list-style-type: none"> • Bins to be double bagged and emptied 	Y	See above	
				<ul style="list-style-type: none"> • Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom 	Y	See above	

24. 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. 	Y	Specialist training from hospital doctor took place PPE items stocks audited weekly and replenished as needed	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 to reduce contamination and also how to dispose of them safely 	Y	See above PPE and tissues only bin in the staffroom	
				<ul style="list-style-type: none"> Staff are reminded that the wearing of gloves is not a substitute for good handwashing 	Y	Included in staff code of conduct and weekly staff meetings	
25. 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. 	Y	Rigor in daily reminders will be needed to begin with – once children are “schooled” in this risk rating will drop to unlikely / green Posters around the school Newsletter reminders and on website	8
				<ul style="list-style-type: none"> Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class. 	Y	In place since 4.6.20	
				<ul style="list-style-type: none"> School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Y	SLT in both schools monitor implementation of H&S plans through the days – feedback to staff/ children/ parents directly and immediately. Bring all learning together for weekly update to staff	
26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	3	3	9	<ul style="list-style-type: none"> 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. 		Behaviour Policy updated and shared with all pupils and parents Daily reminders – class rules and codes of conduct agreed Marking in place and replaced if worn – premises team Social stories developed and used with children who need it	8
				<ul style="list-style-type: none"> Staff model reducing contacts and maximising distance consistently. 	Y	Staff code of conduct expected – amendment to staff ways of working / Staff relationship guidelines across the 2 schools	
				<ul style="list-style-type: none"> The movement of pupils around the school is minimised. 	Y	See previous – rotas/ staggered entrances / exits & playtimes	
				<ul style="list-style-type: none"> Large gatherings are avoided inc assemblies 	Y	No assemblies - virtual assemblies	
				<ul style="list-style-type: none"> Break times and lunch times are structured to support the reduction of contacts and maximising distance and are closely supervised 	Y	Yes	
				<ul style="list-style-type: none"> 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. 		Yes	
				<ul style="list-style-type: none"> Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed. 	Y	See above	
				<ul style="list-style-type: none"> Messages to parents reinforce the importance of reduction of contacts and maximising distance 	Y	See above ... “joining” instructions to be made clear to parents prior to re-starting – behaviour and conduct expectations and sanctions made clear	
<ul style="list-style-type: none"> Arrangements for younger primary school children have been agreed and staff are clear on expectations. 	Y	EYFS and Infant staff have developed a common understanding of distancing for our youngest children understanding that is part of children's					

						development to socially interact. This has been co-constructed and shared with current parents and will be shared with new parents	
				<ul style="list-style-type: none"> Arrangements for pupils with SEN have been agreed and staff are clear on expectations. 	Y	As above RAs in place for all children with more detailed plans in place for some. SENCOs will revisit all plans	

D. Premises and Buildings

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	2	8	<ul style="list-style-type: none"> A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening. 	Y	In place with both companies – see above for the detail	8
				<ul style="list-style-type: none"> 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"> more frequent cleaning of rooms / shared areas that are used by different groups frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach the regular cleaning of toilets 	Y	Yes – see plans above	
				<ul style="list-style-type: none"> Working hours for cleaning staff are increased 	Y	Have been adjusted for schools needs	
28. The use of fabric chairs may increase the risk of the virus spreading	3	2	6	<ul style="list-style-type: none"> Take fabric chairs out of use where possible. 	Y	Minimise use and manage distancing between static furniture	
				<ul style="list-style-type: none"> Where that is not possible then ensure chairs are limited to single person use. 	Y	Guidance has changed on this – keep under review MHI – PPA – plastic chairs to be used Entrance areas and Junior PPA room – chairs to be out of bounds	
29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4	2	8	<ul style="list-style-type: none"> Follow DfE guidelines for number of pupils per toilet 	Y	With children – this will be instilled as part of return to school routines & behaviour codes of conduct	8
				<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. 	Y	In place	
				<ul style="list-style-type: none"> Floor markings are in place to enable reduction of contacts and maximising distance. 	Y	walking on the left now an embedded routine In	
				<ul style="list-style-type: none"> Pupils know that they can only use the toilet one at a time. 	Y	See above – routines and expected behaviour	
				<ul style="list-style-type: none"> Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. 	Y	Rotas for toilet use/ delegation of certain toilets to different bubbles in place	
				<ul style="list-style-type: none"> The toilets are cleaned frequently as laid out in the enhanced cleaning schedule 	Y	2 x daily (am/ pm) checked and light touch cleaning Fully cleaned at the end of the day	
				<ul style="list-style-type: none"> Monitoring ensures a constant supply of soap and paper towels 	Y	Toilets monitored 2x / day	
				<ul style="list-style-type: none"> Bins are emptied regularly. 			
30. Fire procedures are not appropriate to cover new arrangements	4	2	8	<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 		Infant and Junior evacuation plans are in place	8
						Y	

				<ul style="list-style-type: none"> Possible absence of fire marshals The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points A possible need for additional muster point(s) to enable reduction of contacts and maximising distance where possible 		Plan to be distributed to all staff and drills expected in week beginning 8th March	
				<ul style="list-style-type: none"> Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities) 	Y	see above	
				<ul style="list-style-type: none"> Incident controller and fire marshals have been trained and briefed appropriately. 	Y		
31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	2	8	<ul style="list-style-type: none"> 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 Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons. Consider access route for teachers and pupils with mobility issues, as reduction of contacts and maximising distance measures may not be possible during an emergency 	Y Y Y	In process – practice in first two weeks In process of review – AD and ST. will be in place for relevant children on their return Fire Evac plan reviewed	8
32. Fire marshals absent due to self-isolation	4	2	8	<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	Reviewed Fire evac plan will take account of staff absence – sufficient senior staff at school to manage evacuation protocols	8
33. All systems may not be operational	3	2	6	<ul style="list-style-type: none"> Government guidance is being implemented where appropriate, see following link: https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown 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 	Y Y	MHI and MHJ – all systems operational and all tests are up to date MHI and MHJ – all systems operational and all tests are up to date	6
34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	2	8	<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. The following guidance has been followed where appropriate: https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm 	Y Y	Both sites have confirmed this is the case (LC/ GP) Schools have been open – all water has been run in both schools weekly Testing is up to date Note also: All water fountains and air conditioner units have been switched off temporarily Hand driers have been switched back on	8
35. Lack of good ventilation means that there is risk of transmission	4	2	8	<ul style="list-style-type: none"> Ensure good ventilation in classrooms and common areas e.g. through opening a window Follow guidance in the following link: air conditioning and ventilation during the coronavirus outbreak. 	Y	Where possible across both schools windows will be open to aid ventilation. Class doors to the outside in MHI will also be open but classroom doors will stay shut for H&S of children who may be 'runners'	8

36. Visitors to the site (including parents) add to the risk	4	2	8	<ul style="list-style-type: none"> Signage giving routes, procedures, entrances and exits to be followed. 		Redesigned and will be in place for 8th March start	8
				<ul style="list-style-type: none"> Limit the external visitors to the school during school hours 	Y	No visitors, volunteers booked. Peri music service can't attend to teach with RA	
				<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	Touch points regularly cleaned – see above Hand sanitiser to be used prior to using touch screen - office staff to make signs to this effect Visitors/contractors asked if covid – free / household	
				<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	We will communicate this to the community prior to return	
				<ul style="list-style-type: none"> Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually' 	Y	This has been happening and 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	2	8	<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	Preventative maintenance limited – copier engineer needs to come on site as do IT company – Sonya to continue to wear PPE Swimming pool contractor – external works Gardeners – external works	8
				<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	Contractors if on site have school expectations and protocols made clear (social distancing, handwashing, sanitising on entry and exit)	
				<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 reduction of contacts and maximising distance is maintained at all times. 	Y	Asked on arrival to self-disclose if relevant Assurances from companies that social distance expectations will be in place when workers are on site Site managers to supervise and remind if not happening – site managers to inform contract managers if this is a persistent issue	
				<ul style="list-style-type: none"> 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. 	Y	This will be considered and arranged on a case to case basis if it is possible Contractors to be escorted by site team where necessary	
				<ul style="list-style-type: none"> Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed. 	Y	See above	
				<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	As above	

E. General

38. Existing policies on safeguarding, health and safety, fire evacuation, medical,	3	2	6	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on the system of controls: protective measures regarding COVID-19 and its implications for the school. 	y	The following policies and/or addendums will be reviewed and updated accordingly: <ul style="list-style-type: none"> Safeguarding 	6
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behaviour, attendance and other policies are no longer fit for purpose in the current circumstances						<ul style="list-style-type: none"> H & S: this Risk assessment is an addendum to the Health and safety policy – and will be added as an appendix. This will be reviewed by the governors each term Fire Evac Medical Behaviour Attendance 	
				<ul style="list-style-type: none"> The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure 	Y	As detailed above	
				<ul style="list-style-type: none"> Staff, pupils, parents and governors have been briefed accordingly. 	Ongoing		
39. Curriculum/ Learning Environment	3	3	9	<ul style="list-style-type: none"> Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place. Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.: <ul style="list-style-type: none"> in PE pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. In music lessons physical distancing and playing outside will be done wherever possible, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies. Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support. 	Y	<p>Careful consideration of the “at school” curriculum has been undertaken.</p> <p>Review of protective measures for teachers who will be moving between year group bubbles is currently being considered</p> <p>Specific arrangements for lessons such as music and PE will be considered and requirements for protective measures discussed and agreed with staff</p> <p>The intention is to use outdoor space outside classes to increase distancing PE lessons etc will be designed to minimise contact – hand & respiratory hygiene will be expected</p> <p>YGLeaders will support their year group teams during planning meetings to work through H&S related issues and will ask SLT if there are any specific questions related to activities and/or resources required for learning experiences</p> <p>This will be regularly reviewed in whole staff meetings as well as leadership meetings so that we are dynamically risk assessing as the term moves on</p> <p>SLT, YG leaders will support teacher with planning and lesson design so that they are successfully implemented through front of classroom delivery style</p>	6

40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	2	8	<ul style="list-style-type: none"> • Communications strategies for the following groups are in place: <ul style="list-style-type: none"> ○ Staff (inc staff at breakfast club and after school activities) ○ Pupils ○ Parents ○ Governors/Trustees ○ Local authority ○ Health services ○ Regional Schools Commissioner ○ Professional associations ○ Other partners ○ Neighbouring schools/EY settings ○ Highways department 	Y	<p>The school has developed clear and regular communication with groups</p> <p>Communication is clear and frequent and will be continuously reviewed</p> <p><i>Weekly</i> newsletter – all parents (fed) Weekly staff meeting Weekly this week sheets for all staff in both schools – emailed – updates for all staff in both schools SLT meetings in each school – tasked with feeding info back to teams Support staff expected / all staff expected to read emails CoG and EHT meet weekly EHT connected to local schools through cluster meetings</p>	8
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	2	8	<ul style="list-style-type: none"> • Parents are communicated with to make sure they know <ul style="list-style-type: none"> ○ all children are to attend from 8.3.21: ○ what protective steps you're taking to make the school a low-risk place for their child ○ what you need them to do (such as on drop off and collection) • For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan 	Y	<p>This is in place</p> <p>Communication with parents devised by EHT and CoG to update them with information about return to school 8th March</p>	8
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	2	4	<ul style="list-style-type: none"> • School is aware of current guidelines for shielding 	Y	<p>Yes</p>	4
				<ul style="list-style-type: none"> • Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis. 	Y	<p>School leaders have had direct contact with most families with concerns and have advised re: return to school to get GP advice and evidence</p> <p>FAQ documents to be added to the website for parents</p>	
				<ul style="list-style-type: none"> • Parents have been asked to make the school aware of pupils' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. 	Y	<p>Google form to be completed by families</p>	
				<ul style="list-style-type: none"> • Schools have a regularly updated register of pupils with underlying health conditions. 	Y	<p>Current medical needs register to be updated to provide a register of children who are particularly susceptible to Covid and for all staff to be made aware</p>	
				<ul style="list-style-type: none"> • Staff are available to ensure pupils at home continue to be provided with remote education 	Y	<p>Yes</p>	
				<ul style="list-style-type: none"> • There are sufficient numbers of trained staff available to support pupils with mental health issues. 	Y	<p>MHJ – Learning mentor and SENCo MHI – SENCo, YGLs have been trained in Emotion Coaching and we have good links with other agencies if needs are more Art therapist employed by MHI to support children Other members of staff have been trained by Educational Psychologist Teams on reintegration and issues that may arise and how to address these needs</p>	

						<p>PSHE Leader appointed for both schools and is writing a transition plan for all year groups taught</p> <p>MHSF – involved in trial for Jenny Moseley Circle Time resources and this will be rolled out across the year groups for the transition period</p>	
				<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>MHJ – Learning Mentor</p> <p>MHI – as needed – children encouraged to talk to trusted adults and adults always to spend time listening and escalating any concerns to leadership team</p>	
				<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). 	Y	Virtual assemblies will be delivered which match the PSHE curriculum – KT to advise	
				<ul style="list-style-type: none"> Resources/websites to support the mental health of pupils are provided. 	Y	To be organised for the beginning of term and regular agenda point on staff meetings	
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	2	6	<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. 	Y	<p>Regular agenda point on SLT and Fed Heads – to discuss staff well-being and support needed</p> <p>Staff encouraged to talk to YGL, SLT or Headship team about any personal issues that we can support them with</p>	6
				<ul style="list-style-type: none"> Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. 	Y	<p>Workload to be considered at SLT and Headship meetings</p> <p>Staff survey to be carried out as the term progresses</p>	
				<ul style="list-style-type: none"> Staff briefings and training have included content on wellbeing 	Y	<p>Qwell sign up page: https://www.qwell.io/signup</p> <p>Qwell information: https://xenzone.com/qwell/</p> <p>Mind also has some useful resources available here: https://www.mind.org.uk/information-support/coronavirus/</p>	
				<ul style="list-style-type: none"> Staff briefings/training on wellbeing are provided. 		see above - to be shared with staff	
				<ul style="list-style-type: none"> Staff have been signposted to useful websites and resources. 	Y	GP has circulated various support available through Barnet and other organisations	
44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	2	4	<ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms. 	Y		4
				<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		
				<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		

				<ul style="list-style-type: none"> Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. 	Y	Weekly meeting with EHT in place	
				<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		
45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	3	9	<ul style="list-style-type: none"> Guidance on test and trace has been published. 	Y	schools systems for tracing and tracking contacts in relation to Covid are established	8
				<ul style="list-style-type: none"> The guidance has been explained to staff 	Y		
				<ul style="list-style-type: none"> Post-testing and tracing support is available for staff. 	Y	SLT will support members of staff and families Tracing systems to be established Barnet wide	
46. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	3	12	<ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. 	y	To be developed: MHJ – Learning Mentor MHI – HoS and AH Procedures to be shared with office team and weekly updates to be given at Fed Heads meeting	8
				<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 test and trace for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. 	Y	Yes see above	
				<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	See above	
				<ul style="list-style-type: none"> A record of any COVID-19 symptoms in staff or pupils is reported to the local authority and, in the case of academies, the trust 	Y		
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	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	See above All to be included in staff handbook and information to parents	8
				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y	Part of September2020 INSET days and revisited throughout the year as the national picture changes	
				<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	See above	
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	2	8	<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	See above To be included in Staff Handbook and specific information to parents before we return	8
				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y	Yes	
				<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	Yes	
49. Staff, parents and carers are not aware of recommendations on transport to and from school	4	2	8	<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). Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures 	Y	This is not in the school's control. Govt has asked people to go back to work, if it is safe at work, and they are not medically vulnerable. Face coverings now mandatory on public transport	8

						Staff have been informed as part of staff handbook and training in Sept about removing their face coverings safely as they arrive at school	
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Minimizing risks – extra precaution - learning from opening in June to YR, 1 and 6

- Social distancing in the workplace MUST be everyone’s responsibility
- Where possible CPD/ INSET meetings will be online or carried out in the junior / infant halls from 08.04.21 + weekly staff morning briefing meetings – memo or online meeting
- Covid safe updates each week for staff on “This Week” sheet (similar to weekly safeguarding updates)
- all staff who move between buildings or bubbles need to hand sanitize between buildings – see details below
- Staff room use is minimized in both schools - smaller areas set up in MHI – staff can take their lunches and eat in either hall
- Junior staff room chairs layout to be changed
- Lockers in the junior school and infant school for personal items
- no entry to offices - all non-office staff to remain outside

Protective measures for staff who move between and in to bubbles

- All staff are expected to sanitise between sessions with different groups
- All staff are expected to minimise contact (no individual close contact for more than 10 mins)
- All staff are expected to maximise distance in all interactions with others
- PPA within year groups: If with staff from the same bubble this can be in person. A visitor to the PPA meeting must maintain maximum distance. Computers to be spread apart.
- All staff issued with roaming sanitiser
- Music and PE:
 - Where classes follow each other – teachers to keep equipment separate from other year groups

Staff to be considered as moving between groups or buildings:

<p>MHJ:</p> <ul style="list-style-type: none"> • PPA staff (KT, LA, KF, S, JS, MdS, NvB, DR) • Some MTSs • SLT • L3 & L4 TAs • First aiders 	<p>MHI:</p> <ul style="list-style-type: none"> • PPA staff (KT, LA, S) • Some MTSs • Some L3 and L4 TAs • SLT • First aider
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If one of these staff tests positive for Covid – if they have been socially distanced and using protection, following our guidelines – there may be no need to close bubbles though this will always be on the guidance of Public Health.

Similarly if there is a confirmed case within a bubble - staff who move between may not need to also isolate. PH will triage and inform us of the necessary action to take.