



**COVID-19
Risk Assessment
REOPENING PLANS
Feb 2021**

COVID-19: Operational Risk Assessment for Bell Lane Primary School

SCHOOL NAME:

| Member of Staff and Job Title: | Date of Assessment: | Date of Review: | Covered by this assessment: |
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| Harsha Patel | 11/5/20 | 2/1/21 11/2/21 – Highlighted Yellow LA H&S recommendations 28/2/21 – highlighted green reopening plans | Staff, pupils, parents, visitors, volunteers, contractors High |

Purpose of this document:

- › [School coronavirus \(COVID-19\) operational guidance](#) (applies from 8 March)
- › [Annex A: health and safety risk assessment](#)
- › [Coronavirus: advice for pregnant employees](#)
- › [Coronavirus: asymptomatic testing in schools and colleges](#)
- › [Rapid asymptomatic testing in specialist schools](#)
- › [Safe working in education, childcare and children's social care](#)

<https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021>

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision>

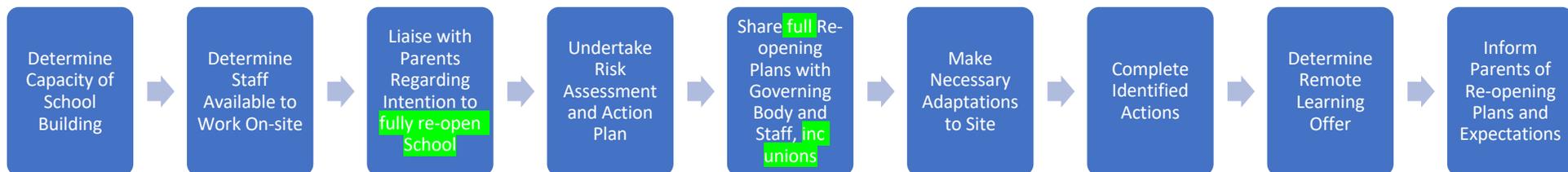
<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

Other Related Documents:

| Relevant Existing Policies | Local Authority/Trust documents | Recent Government Guidance: |
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| <p>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</p> | <p>Covid19 Education and Skills Service Strategy (April 2020) Education and Skills Service Recovery Planning support for schools (May 2020)</p> | <p>https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</p> <p>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</p> <p>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</p> <p>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</p> <p>Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</p> |
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Suggested Steps of Re-opening Preparation:



Risk matrix

| Impact risk rating: | Probability risk rating: | Overall risk rating: |
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| 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 | Imp act score (a) | Probabi lity score (b) | Curre nt 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 | 3 | 5 | 15 | <ul style="list-style-type: none"> Audit staff availability | Y | Completed and individual risk assessments completed where necessary with reasonable adjustments made. | 3x3=9 |
| | | | | <ul style="list-style-type: none"> Establish how many and which staff will be available, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments where appropriate (see guidance distributed previously) | Y | Completed and on going | |
| | | | | <ul style="list-style-type: none"> Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises. | Y | Bubbles of children in year group class with adaptations to support staffing to ensure limited contact between bubbles whilst also meeting the statutory duty of our EHCP children. Attendance procedures will continue as per DfE and LA guidance and remote learning will be | |

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| | | | | | | provided where needed. | |
| | | | | <ul style="list-style-type: none"> Ensure flexible and responsive use of teaching assistants | Y | TAs to be allocated to class bubbles or to pupils. Pupils with EHCP will be supported by TA to limit staff changes. | |
| | | | | <ul style="list-style-type: none"> Ensure there are sufficient support staff available to support those pupils who need a high level of support, including those with SEND whilst minimising changes in contact. Some pupils, for example those with Autism will need to be supported by the same adults, where possible | Y | Risk assessments reviewed and written for children requiring a high level of support with an EHCP as needed. | |
| | | | | <ul style="list-style-type: none"> Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self isolating due to test and trace | Y | Staff know when and who to contact but staff will be reminded and supported to do so as and when needed. | |
| | | | | <ul style="list-style-type: none"> Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school) and home learning (for those who are learning at home) | Y | In place through class dojo and communicated with staff and parents/carers as appropriate | |
| 2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate | 3 | 5 | 15 | <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 | Ongoing review of all those who are clinically extremely vulnerable (CEV) through individual risk assessment process. | 3 X 2=6 |

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| effective home learning. | | | 20 | <ul style="list-style-type: none"> Full use is made of all qualified teachers. | Y | | |
| | | | | <ul style="list-style-type: none"> Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. | Y | School staffing timetable updated weekly | |
| | | | | <ul style="list-style-type: none"> Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self isolating due to test and trace | Y | | |
| | | | | <ul style="list-style-type: none"> Where possible, ensure pupils with SEND are prioritised to be in school, -. | Y | School places for SEND pupils is a priority. | |
| | | | | <ul style="list-style-type: none"> Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies. | Y | Use a pool of supply staff that are familiar with the school. Risk assessment to be shared with the agency. HLTAs to cover Cover teacher | |
| 3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees. | 4 | 5 | 20 | <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 | All visiting staff kept to after school and stringent hygiene measures on place. | 4x2=8 |
| | | | | <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. | Y | Individual risk assessments will be supplied by the appropriate agencies. | |
| | | | | <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. | Y | In line with school policy. | |
| | | | | <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 | Carry out risk assessment for staff the may be CEV or have a member of their household who is CEV. | |

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| 4. Risk of infection of extremely clinically vulnerable members of the household of a member of staff. | 4 | 5 | 20 | <ul style="list-style-type: none"> Provide cover for the role from within available staffing | Y | All staff covering essential functions will be in place as usual and additional capacity is available. | 4x2=8 |
| 5. Risk of not covering essential functions (first-aid, DSL, SENCo). | 3 | 2 | 6 | <ul style="list-style-type: none"> Or remote support via another school, Academy Trust or the LA | N/A | | 3X1=3 |
| | | | | <ul style="list-style-type: none"> Ensure First Aid certificates are up to date | Y | New staff to complete online First aid training. All staff who need renewing for Spring 2021 will be renewed by the end of Jan 2021 | |
| | | | | <ul style="list-style-type: none"> Follow Covid19 first responder's 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 | Disseminated with staff on site. | |
| | | | | <ul style="list-style-type: none"> Programme of training for additional staff in place (e.g. Safeguarding) | Y | All staff have attended online safeguarding training during September and further training is available through our online safeguard software. Staff will attend training as usual as training providers are ensuring this is COVID secure and currently be delivered virtually on the whole. | |
| | | | | <ul style="list-style-type: none"> A revised staff handbook is issued to all staff prior to reopening. | Y | Shared with any new staff during their induction process and | |

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| | | | | | | available on the shared network for all staff to refer to. | |
| 6. Risks to health and safety because staff are not trained in new procedures. | 3 | 3 | 9 | <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 • After school club is open. | Y | Induction for any new staff will take place in line with school policies. | 3X1=3 |
| | | | | <ul style="list-style-type: none"> • An individual risk assessment for staff that are not trained in the new processes 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 | As and when needed | |
| 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"> • 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 | Live document | 4X1=4 |

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| | | | | <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 | Advice given in line with current DFE guidance. | |
| | | | | <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 | DFE guidance has been shared with all. | |
| | | | | <ul style="list-style-type: none"> Current government guidance is being applied. | Y | Staff are encouraged regularly to discuss their particular situation and read updated LA, PHE, DfE guidance as it becomes available. | |
| | | | | <ul style="list-style-type: none"> | | | |
| 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 | 5 | 15 | <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 | All year groups will remain in their class bubbles and wherever possible staff assigned and accessing either appropriate remote learning or in school provision. | 3x1=3 |
| | | | | <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 | EHCP / SEND risk assessments completed. | |

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| | | | | <ul style="list-style-type: none"> Classes to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children. | Y | Staff need to be responsible in following social distancing. |
| | | | | <ul style="list-style-type: none"> Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate. | Y | They will be placed one or two to a table. Pupils in Y2 – Y6 will sit front facing and face the teacher in accordance with government recommendations |
| | | | | <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 | This will enable pupils with complex needs and SEN pupils to have a sense of closure and should ease their reintegration into school after the holiday. |
| | | | | <ul style="list-style-type: none"> Clear signage displayed in classrooms promoting reduction of contacts and maximising distance | Y | Signage is all around the school both inside and outside |
| | | | | <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 | In place |
| | | | | <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 | In place |

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| | | | | <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. Pupils in breakfast and after school club will be kept in the same consistent groups. 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 | <p>Breakfast club is closed till 5/3/21 and reopens 8/3/21.</p> <p>After school clubs are closed till 25/2/21– is opened since then.</p> <p>PE provision has been adapted to ensure that contact supports are not featured.</p> <p>Indoor PE in class bubbles will be outside weather permitting.</p> | |
| 9. Risk of transmission in large spaces used as classrooms/ teaching spaces | 3 | 5 | 15 | <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 | <p>Large communal spaces will not be used by more than 1 bubble at any given time. Including playtime</p> <p>School hall to be used for interventions and</p> | 3 X 4=12 |

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| | | | | | | LP's allocated designated spaces. | |
| | | | | | | Due to inadequate space lunchtimes will involve splitting the playground. | |
| | | | | | <ul style="list-style-type: none"> Large gatherings of more than year group bubbles should be avoided | Y | <p>No whole school assemblies or gatherings of more than 1 year group.</p> <p>Due to space restrictions outdoor areas two class bubble will share the space but a barrier has been placed in between.</p> |
| | | | | | <ul style="list-style-type: none"> Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping year group bubbles apart. | Y | <p>Expectation made very clear to all parents/carers and staff.</p> <p>All school entrance and exit points will be used and a 'soft' start and end to the school day introduced to give more time to avoid congestion and mingling.</p> |
| 10. Risks of transmission during | 3 | 5 | 15 | <ul style="list-style-type: none"> Leadership are realistic about the difficulties of reducing contacts and | Y | No indoor space will be used by more than one | 3X4 =12 |

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| use of the outdoor learning environment for young children | | | | maximising distance for young children in outside spaces. | class bubble at any given time. | |
| | | | | <ul style="list-style-type: none"> • Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside • Frequently wash their hands with soap and water for 20 seconds and dry thoroughly using NHS guidelines, or use alcohol-based hand sanitiser to cover all parts of their hands • Explain where you'll put these – for example, if there are no sinks nearby, you can place hand sanitiser at entrances and exits to the school and in rooms you'll be using. • • Clean their hands on arrival, after breaks, if they change rooms, before and after eating, and after sneezing or coughing • Be encouraged not to touch their mouth, eyes and nose • Pupils will be encouraged to learn and practise these habits in lessons and by posters put up across the school. • Help will be available for any pupils who have trouble cleaning their hands independently. Skin friendly cleaning wipes can be used as an alternative. Young children will be supervised during hand washing. • Consider if there are any pupils at your school that won't be able to maintain | <p>Outdoors – classes have been allocated spaces.</p> <p>Regular handwashing and hand sanitising will be part of the school day.</p> <p>Lidded bins have replaced open bins. Additional sanitiser, tissues and soap</p> <p>Is in stock in school and will be replenished as needed.</p> | |

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| | | | <p>good respiratory hygiene, such as pupils with complex needs who spit uncontrollably or use saliva as a sensory stimulant, and if there are different/additional measures you can put in place for these children and the staff who work with them.</p> <ul style="list-style-type: none"> Supplies for soap, hand sanitiser and disposable paper towels and tissues will be topped up regularly and monitored to make sure they're not close to running out. | | |
| | | | <ul style="list-style-type: none"> Close down drinking fountains and make arrangements for individual water bottles for children | Y | Taped off drinking fountains and each child will have their own water bottle to refill as needed. Children without a water bottle will be given one by the school. |
| | | | <ul style="list-style-type: none"> Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances if shared between bubbles. | Y | Only one class bubble will use at any given time and this will be rotated over the week to ensure all bubbles have the opportunity to do so. |
| | | | <ul style="list-style-type: none"> Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam | Y | No hard to clean items will be available. |

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| | | | <ul style="list-style-type: none"> Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available | Y | Staff will have a timetable of possible games and activities. Daily physical games and activities will be part of the timetable. Class bubbles will have their own set of P.E. equipment. |
| | | | <ul style="list-style-type: none"> 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 | Class bubbles will remain in place with no joining of year groups to form larger bubbles, including EYFS. |
| | | | <ul style="list-style-type: none"> Where outside space must be shared arrangements for cleaning between bubbles are in place | Y | Applicable to the EYFS only |
| | | | <ul style="list-style-type: none"> Resources are limited to facilitate effective cleaning daily | Y | Plan for resources on a weekly basis |
| | | | <ul style="list-style-type: none"> Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc for individual children to use, with their names or arrange for bikes to be wiped down by an adult, between use by the children | Y | School bikes, scooters and any larger shared equipment, if used, will be wiped down between use by different classes. |
| | | | <ul style="list-style-type: none"> Consider the removal or covering of areas which are difficult to clean such as mailable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them | Y | Children to have individual resources. |

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| 11. Risk of staff having to move between groups | 4 | 5 | 20 | <ul style="list-style-type: none"> Where staff have to move between bubbles to deliver the school timetable they should try to reduce contacts and maximise distance, keeping an ideal distance of 2 metres from pupils and staff where possible. | Y | <p>Limiting staff moving between bubbles, including to cover teachers' statutory PPA time. Keep 2m distance and wear face covering.</p> <p>Face shields will be supplied for staff moving between bubbles on a regular basis where distance cannot be maximised and also for any staff member on request.</p> | 4X3=12 |
| 12. Risks of transmission due to movement around the school. | 4 | 5 | 20 | <ul style="list-style-type: none"> Arrange for corridors to be one-way where possible | Y | <p>In place from 1st June for all with the exception of those who need 'reasonable adjustments' due to a SEND. If this is the case, that person will maximise distance and apply an appropriate degree of common sense eg. by waiting until others pass so they do not go against oncoming traffic.</p> | 4X3=12 |
| | | | | <ul style="list-style-type: none"> Clear signage and markers for the youngest children | Y | In place | |
| | | | | <ul style="list-style-type: none"> Corridors are divided where feasible | Y | One way system | |

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| | | | | <ul style="list-style-type: none"> Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible | Y | Corridors will be divided but not at 2m. | |
| | | | | <ul style="list-style-type: none"> Movement of pupils and staff around the school is minimised | Y | Clear routes in place for bubbles to move around the school to minimise contact. | |
| | | | | <ul style="list-style-type: none"> Pupils are reminded regularly of protocols for reduction of contacts and maximising distance | Y | Chn will be shown a ppt every morning – age appropriate and it remains pupils of personal hygiene and reminders. | |
| | | | | <ul style="list-style-type: none"> Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance | Y | Timetables updated regularly. | |
| 13. Risk of transmission due to number of people | 4 | 5 | 20 | <ul style="list-style-type: none"> Start and departure times are staggered where possible | Y | Shared with staff and parents. | 4X3=12 |

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| near entrances and exits at the start and end of the school day. | | | | <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 | | Soft' starts and ends to the school day will provide up to 10 minute rolling window for drop off and collection. Children can enter school and their classroom on arrival. Both exits and entrances will be used. During the building works KS2 will be used for drop offs and pickups. |
| | | | | <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 | In place reviewed regularly. |
| | | | | <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 | Hand gel stations in key places and on entry to school and in all classrooms. |
| | | | | <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/carers have been informed of the need to make appointments by phone or class dojo. Senior Staff will be available at the school gates during drop off and collection times. |

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| | | | | <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 | In place – reminders on class dojo |
| | | | | <ul style="list-style-type: none"> Identify drop off and pick up waiting areas that can reduce contacts and maximise distance | Y | Staggered starts and finishes. |
| | | | | <ul style="list-style-type: none"> Extend gate/entrance opening times to prevent queueing | Y | Staggered starts and finishes. |
| | | | | <ul style="list-style-type: none"> Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes | Y | PPT and class dojo |
| | | | | <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 | In place |
| | | | | <ul style="list-style-type: none"> Floor markings visible to all to avoid queuing | Y | In place |
| | | | | <ul style="list-style-type: none"> Parents given advice on walking/cycling to school, avoiding public transport and minimising driving | Y | In line with usual practice, pupils are encouraged to walk, scoot or cycle to school, most are living close to school. |
| | | | | <ul style="list-style-type: none"> Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage | Y | On going |
| | | | | <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 | N/A | N/A |

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| 14. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing. | 3 | 2 | 6 | <ul style="list-style-type: none"> • Advice to pupils and families on maintaining road safety procedures despite changes. | Y | On going | 3X1=3 |
| | | | | <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. | Y | On going | |
| | | | | <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 recommended – do not want parents stopping in road and letting children out into road. | |
| | | | | <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/A | N/A | |
| | | | | <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 | | |
| | | | | <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 | | |

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| 15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes | 3 | 5 | 15 | <ul style="list-style-type: none"> Break and lunch times are staggered | Y | Inadequate grounds for individual bubbles to have own designated space. Only KS2 playground in use due to the building works EYFS will use their designated indoor and outdoor areas as part of continuous provision so no need for formal play and lunchtime play spaces. | 3 X4 =12 |
| | | | | <ul style="list-style-type: none"> External areas are designated for different groups | Y | Ppt shared with staff, parents and pupils | |
| | | | | <ul style="list-style-type: none"> Pupils are reminded about the protocols of reduction of contacts and maximising distance before every break time | Y | Refer to lunchtime and breaktime rotas | |
| | | | | <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 | Refer to lunchtime and breaktime rotas | |
| 16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes | 3 | 5 | 15 | <ul style="list-style-type: none"> Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime | Y | Reminder to pupils from the class teacher. | 3X4=12 |
| | | | | <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 | Teachers/ support staff responsibility. | |
| | | | | <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 | Pupils eat in family style in their classrooms or eating in the dining hall. | |
| | | | | <ul style="list-style-type: none"> Floor markings are clear to avoid queues | N/A | | |

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| | | | | <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 | ISS to provide for 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 | Daily reminder from lunchtime staff | |
| | | | | <ul style="list-style-type: none"> Eating areas are thoroughly cleaned after lunchtime | Y | All children to have lunch in classrooms. Classrooms to be cleaned straight after lunchtime. | |
| 17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines | 4 | 5 | 20 | <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 | Y | Staff room and offices have staff number limits e.g 3 people in the office and 2 in the preparation area of the staffroom | 4X2=8 |
| | | | | <ul style="list-style-type: none"> Staff have been briefed on the use of these rooms. Main staffroom to be open for 4 staff at a time and for 20 minute intervals during lunchtime. You will need to be socially distant at all times. | Y | Prepare and go – if you wish to eat in your classroom. Prepare and eat in the staffroom - 20 minutes. | |
| 18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures | 3 | 5 | 15 | <ul style="list-style-type: none"> Reduction of contacts and maximising distance provisions are in place for medical rooms | Y | Only 1 child at a time | 3 X 4=12 |
| | | | | <ul style="list-style-type: none"> Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged | Y | CC to be used if the school doesn't have enough space. | |
| | | | | <ul style="list-style-type: none"> PPE available if staff dealing with pupil with symptoms | Y | Have school and Barnet LA are providing PPE as well. | |

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| | | | | <ul style="list-style-type: none"> Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas | Y | Site team to clean ASAP. | |
| 19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines | 3 | 5 | 15 | <ul style="list-style-type: none"> 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 | Ppt for parents | 3 X 1=3 |
| | | | | <ul style="list-style-type: none"> The maximising distance floor markings are clearly in place | Y | In place | |
| | | | | <ul style="list-style-type: none"> Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty | Y | In place | |
| | | | | <ul style="list-style-type: none"> Non-essential visitors to school and deliveries are minimised | Y | In place | |
| | | | | <ul style="list-style-type: none"> Arrangements are in place for visitors to stay apart | Y | In place | |
| C. Hygiene and protective controls | | | | | | | |
| 20. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission. | 3 | 5 | 15 | <ul style="list-style-type: none"> Ensure frequent hand cleaning and good respiratory hygiene practices | Y | In place | 3 X 4 =12 |
| | | | | <ul style="list-style-type: none"> Regular cleaning | Y | Cleaning schedule throughout every day; end of day thorough clean. | |
| | | | | <ul style="list-style-type: none"> Minimise contact and mixing (see above) | Y | Bubbles will remain separated. | |
| | | | | <ul style="list-style-type: none"> See sections above re start and end of day arrangements, playtimes and break times | Y | | |
| 21. Risk of staff or children with the virus coming into school with symptoms or when | 4 | 5 | 20 | <ul style="list-style-type: none"> 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 | In place | 4 X 4 =16 |

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| <p>symptoms are not clear.</p> | | | | <p>If you're a primary school, school-based nursery or maintained nursery school participating in the government's rapid testing programme, add:</p> <p>Rapid testing programme:</p> <p>We will provide staff with a privacy notice so they can consent to testing.</p> <p>Staff will be offered 2 lateral flow tests per week, for use at home.</p> <p>We will ask them to carefully read the government's guidance on self-administering tests, alongside the instructions in their test kit, to make sure they know how to safely do this.</p> <p>We won't need to see evidence of a negative test result in order to allow staff to attend school.</p> <p>Any staff members receiving a positive lateral flow test result will be told:</p> <ul style="list-style-type: none"> • To remain at home, take a standard coronavirus (PCR) test and let us know the result (if a home testing kit is available in school, this can be given to them, if they have barriers to accessing testing elsewhere) • That they, and members of their household, should self-isolate in line with the latest government guidance • That they should report their lateral flow test result to NHS Test and Trace <p>As soon as we hear that a staff member has tested positive with a lateral flow test, we will follow the same cleaning measures (laid out above) as if that staff member had been symptomatic while in school.</p> <p>All staff and pupils will continue to follow the measures set out in this risk assessment, even if we're participating in rapid testing.</p> | | | |
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| | | | | <p>We will keep accurate records of all test results, and only share health records with the relevant people.</p> <ul style="list-style-type: none"> • | | | |
| | | | | <ul style="list-style-type: none"> • 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 10 days, and ensuring anyone developing those symptoms during the school day is sent home | Y | In place | |
| | | | | <ul style="list-style-type: none"> • Make arrangements to isolate anyone with symptoms and have clear guidance and protocols | Y | In place | |
| | | | | <ul style="list-style-type: none"> • PPE on hand. | Y | In place | |
| | | | | <ul style="list-style-type: none"> • Active engagement with NHS Test and Trace | Y | In place | |
| 22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning | 4 | 5 | 20 | <ul style="list-style-type: none"> • Consideration should be given regarding the continued use of items that are frequently used by multiple children that are not essential and difficult to keep clean, for example outdoor play equipment. | Y | Resources provided for class bubbles and not shared between bubbles where possible. If resources are shared, they will be thoroughly cleaned or 48 hours will be given between uses (72 for plastics). | 4 X 3=12 |
| | | | | <p>Establish arrangements for all frequently touched surfaces and equipment e.g.</p> <ul style="list-style-type: none"> • door handles • bathroom facilities • light switches • reception desks • teaching and learning aids • books and games • computer equipment – keyboard and mouse | Y | <p>Regular cleaning of surfaces and equipment or removal from use.</p> <p>Sanitisers on staff lanyards or sanitisers located very close by.</p> | |

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| | | | <ul style="list-style-type: none"> • sports equipment • Hard toys • Telephone • Outdoor play equipment • handrails • tabletops • play equipment • toys • electronic devices (such as phones) • specialist equipment, including equipment used by pupils with SEN • keypads to be cleaned more regularly. Staff to use sanitiser before using a key pad. | | | |
| | | | <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 | In place | |
| | | | <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 | In place | |
| | | | <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 | Limited transfer of items between home and school except for packed lunches, water bottles, book bags and outdoor clothing and mobile phones for children who walk to and/or home from school alone. P.E. kits will be worn in place of school uniform on the days the children have P.E. | |
| | | | <ul style="list-style-type: none"> • Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books | Y | In place | |

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| | | | | <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. Laptops and ipads to be cleaned after use using wipes. | Y | <p>Staff have all been provided with sanitisers in their classroom and are to take responsibility for their own hygiene.</p> <p>Pupils allocated own laptop. This has been changed to all laptops and ipads to be cleaned after use.</p> <p>Sanitisers positioned at key locations eg. the photocopier room.</p> | |
| | | | | <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 | Ensure parents/carers are aware of this | |
| 23. Risk of virus spreading because the school has insufficient materials and equipment | 4 | 4 | 16 | <ul style="list-style-type: none"> Establish clear plan to ensure the school has an ongoing supply of soap and water in every toilet and in classrooms | Y | Ample stock and reliable suppliers | 4 X2 =8 |
| | | | | <ul style="list-style-type: none"> Use of hand sanitisers at appropriate locations | Y | In place | |
| | | | | <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 | Lidded bins in place. | |
| | | | | <ul style="list-style-type: none"> Bins to be double bagged and emptied | | In place | |

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| | | | | <ul style="list-style-type: none"> Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom | Y | In place | |
| 24. Provision and use of PPE for staff where required is not in line with government guidelines | 3 | 5 | 15 | <ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. | Y | In place | 4 X 1=3 |
| | | | | <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 | <p>Staff informed and NHS guidance on face covering/mask wearing has been distributed to all staff, parents and governors. The wearing of masks/face covering remains a choice for staff in primary schools unless being used as per government guidance (e.g. when supporting someone displaying symptoms or with intimate care) as previously mentioned but if worn, they must be worn correctly.</p> <p>At drop offs and pickups all staff to wear face covering.</p> | |
| | | | | <ul style="list-style-type: none"> Staff are reminded that the wearing of gloves is not a substitute for good handwashing | Y | Gloves are only to be worn as PPE in specific circumstances as previously detailed. | |
| 25. Pupils forget to wash their hands regularly and frequently | 4 | 5 | 20 | <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 | In place | 4 X 3= 12 |
| | | | | <ul style="list-style-type: none"> Posters and electronic messaging boards reinforce the need to wash hands regularly | Y | Regular reminders throughout the day for | |

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| | | | | and frequently. Pupils regularly reminded about this in class. | | class teachers and support staff. | |
| | | | | <ul style="list-style-type: none"> School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. | Y | In place | |
| 26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance | 3 | 5 | 15 | <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. | Y | In place | 3 X 4=12 |
| | | | | <ul style="list-style-type: none"> Staff model reducing contacts and maximising distance consistently. | Y | In place | |
| | | | | <ul style="list-style-type: none"> The movement of pupils around the school is minimised. | Y | In place | |
| | | | | <ul style="list-style-type: none"> Large gatherings are avoided inc assemblies | Y | In place | |
| | | | | <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 | In place | |
| | | | | <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. | Y | Agreed in class bubbles and available on display. Regular reminders regarding following COVID specific rules. Introduction of whole school behaviour policy in will enable a renewed effort. | |

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| | | | | <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 | In place | |
| | | | | <ul style="list-style-type: none"> Messages to parents reinforce the importance of reduction of contacts and maximising distance | Y | In place | |
| | | | | <ul style="list-style-type: none"> Arrangements for younger primary school children have been agreed and staff are clear on expectations. | Y | In place | |
| | | | | <ul style="list-style-type: none"> Arrangements for pupils with SEN have been agreed and staff are clear on expectations. | Y | In place | |
| 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 | 5 | 20 | <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 | Cleaning is carried out on a daily bases. With deep cleans before the children return back to school. | 4 X 1 = 4 |
| | | | | <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 | Cleaner working through the school day to ensure that classrooms cleaning is maintained. | |
| | | | | <ul style="list-style-type: none"> Working hours for cleaning staff are increased if necessary. | Y | In place | |
| 28. The use of fabric chairs may increase | 3 | 5 | 15 | <ul style="list-style-type: none"> Take fabric chairs out of use where possible. | Y | | 3 x 3 = 9 |

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| the risk of the virus spreading | | | | <ul style="list-style-type: none"> Staffroom sofa is not in use. | | <p>Staffroom is not in minimise the risk.</p> <p>No fabric chairs for pupils. However, staffroom will only be used for preparing food and drinks.</p> | |
| | | | | <ul style="list-style-type: none"> Where that is not possible then ensure chairs are limited to single person use. | Y | Make staff aware – they then choose to use or not. | |
| 29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures | 4 | 5 | 20 | <ul style="list-style-type: none"> Follow DfE guidelines for number of pupils per toilet | Y | In place | 4 X 3=14 |
| | | | | <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 | As appropriate | |
| | | | | <ul style="list-style-type: none"> Pupils know that they can only use the toilet one at a time. | Y | In place | |
| | | | | <ul style="list-style-type: none"> Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. | Y | In place | |
| | | | | <ul style="list-style-type: none"> The toilets are cleaned frequently as laid out in the enhanced cleaning schedule | Y | In place | |
| | | | | <ul style="list-style-type: none"> Monitoring ensures a constant supply of soap and paper towels | Y | In place | |
| | | | | <ul style="list-style-type: none"> Bins are emptied regularly. | Y | In place | |
| | | | | <ul style="list-style-type: none"> Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. | Y | In place | |

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| 30. Fire procedures are not appropriate to cover new arrangements | 4 | 3 | 16 | <ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> ○ Reduced numbers of pupils/staff ○ Possible absence of fire marshals ○ The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points ○ A possible need for additional muster point(s) to enable reduction of contacts and maximising distance where possible | Y | Fire marshals given appropriate training. | 4 X 2= 8 |
| | | | <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 | All new staff briefed and in Spring 2021 due to changes in for evacuations all staff will be briefed. | | |
| | | | <ul style="list-style-type: none"> • Incident controller and fire marshals have been trained and briefed appropriately. | Y | New/additional fire marshals appointed from January 2021 and training undertaking including refresher training for existing marshals. | | |
| 31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively | 4 | 5 | 20 | <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 | Y | In place | 4 X 2=8 |
| | | | <ul style="list-style-type: none"> • Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons. | Y | All children in need of a personal evacuation plan will have an up-to-date version which will be shared with all relevant staff. | | |

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| | | | | <ul style="list-style-type: none"> 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 | On going | |
| 32. Fire marshals absent due to self-isolation | 4 | 5 | 20 | <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 | New/additional fire marshals appointed from January 2021 and training undertaking including refresher training for existing marshals. | 3 X 1=3 |
| 33. All systems may not be operational | 3 | 1 | 3 | <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 | Y | In place | 3 X 1=3 |
| | | | | <ul style="list-style-type: none"> All systems have been recommissioned including: Water systems (particularly legionella testing and controls in place) Electrical and gas safety checks Emergency escapes, lighting and fire detection systems Security systems Lifts and escalators Heating Ventilation systems | N/A | Already in place | |
| 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"> All statutory compliance is up to date. | Y | In place | 4 X 1=4 |
| | | | | <ul style="list-style-type: none"> Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. | N/A | Has always been in use. | |

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| | | | | <ul style="list-style-type: none"> The following guidance has been followed where appropriate: https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm | | | |
| 35. Lack of good ventilation means that there is risk of transmission | 4 | 4 | 16 | <ul style="list-style-type: none"> Ensure good ventilation in classrooms and common areas e.g. through opening a window | Y | In place | 4 X 2=8 |
| | | | | <ul style="list-style-type: none"> Follow guidance in the following link: air conditioning and ventilation during the coronavirus outbreak. | | | |
| 36. Visitors to the site (including parents) add to the risk | 4 | 5 | 20 | <ul style="list-style-type: none"> Signage giving routes, procedures, entrances and exits to be followed. | Y | In place | 4 X 2=8 |
| | | | | <ul style="list-style-type: none"> Limit the external visitors to the school during school hours | Y | In place | |
| | | | | <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 | Using of inventory system introduced in response to COVID-19. | |
| | | | | <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 | In place | |
| | | | | <ul style="list-style-type: none"> Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually' | Y | Virtual meetings will be continuing as and when most appropriate. | |
| 37. Contractors on-site whilst school is in operation may pose a risk to reduction of | 4 | 4 | 16 | <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 | In place | 4 X 3=12 |

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| contacts and maximising distance and infection control | | | | <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 | Request risk assessments for all contractors on site. | |
| | | | | <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 | In place | |
| | | | | <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 | Car park has separate entrance to the children. Times of arrival and departure will be mindful of children's school day times. | |
| | | | | <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 | In place | |
| | | | | <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 | In place | |
| E. General | | | | | | | |
| 38. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no | 3 | 3 | 9 | <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. | N/A | Policies and procedures remain relevant. If this changes, appendices will be added to existing policies. | 3 X 1=3 |

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| longer fit for purpose in the current circumstances | | | | <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 | | |
| | | | | <ul style="list-style-type: none"> Staff, pupils, parents and governors have been briefed accordingly. | Y | Regular communication is in place and ongoing. | |
| 39. Curriculum/ Learning Environment | 4 | 5 | 20 | <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, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies. | Y | Specific risk assessments where required. | 4 X 2=8 |
| | | | | <ul style="list-style-type: none"> Ensure all staff are trained and supported in front of classroom delivery style (where | Y | | |

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| | | | | appropriate) and aware of how best to provide students with additional support. | | | |
| 40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health | 4 | 4 | 16 | <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 | Clear communication channels exist between the relevant groups except the highways department which is not currently required. | 4 X 2=8 |
| | | | | <ul style="list-style-type: none"> Parents are communicated with to make sure they know: <ul style="list-style-type: none"> whether their child will be able to attend 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 | In place | |
| 41. Pupils who are unable to attend school because they are complying with clinical and/or public health advice | 4 | 5 | 20 | School is aware of current guidelines for shielding | Y | In place | 4 X 3=12 |
| | | | | Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis. | Y | In place | |

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| are not receiving access to remote education | | | | <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. Schools have a regularly updated register of pupils with underlying health conditions. Staff are available to ensure pupils at home continue to be provided with remote education | Y | In place | |
| 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"> There are sufficient numbers of trained staff available to support pupils with mental health issues. There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). Resources/websites to support the mental health of pupils are provided. | Y | A key priority in the SIP. | 2 X 3=9 |
| 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"> Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources. | Y | In place | 3 X 3=9 |
| 44. Lack of governor oversight during the | 2 | 3 | 6 | <ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms. | Y | In place | 2 X 1=2 |

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| COVID-19 crisis leads to the school failing to meet statutory requirements. | | | | <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 | In place | |
| | | | | <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 | Full governor and committee meetings following the usual timetable with additional meetings if required. | |
| | | | | <ul style="list-style-type: none"> Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. | Y | 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 | In place | |
| 45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing | 3 | 5 | 15 | <ul style="list-style-type: none"> Guidance on test and trace has been published. | Y | In place | 3 X 1=3 |
| | | | | <ul style="list-style-type: none"> The guidance has been explained to staff | Y | In place | |
| | | | | <ul style="list-style-type: none"> Post-testing and tracing support is available for staff. | Y | In place | |
| 46. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms | 4 | 5 | 20 | <ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. | Y | On going | 4 X 3=12 |
| | | | | <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 | However, staff and pupils' parents are responsible for acquiring. | |

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| | | | | <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 | Clear messages to staff regarding understanding definitions and the current DfE guidance for each category. | |
| | | | | <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 | In place | |
| 47. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 | 4 | 5 | 20 | <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 | Updated government guidance will be shared as appropriate with staff, pupils and parents | 4 X 3=12 |
| | | | | <ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. | Y | New staff inducted Spring 2021 | |
| | | | | <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 | New staff inducted Spring 2021 | |
| | | | | <p>Everyone will be asked not to come into school if they need to self-isolate under current government guidance. Regular reminders will be given about this.</p> <p>If pupils or staff have travelled abroad, they will be asked not to come into school and to quarantine under the current government guidance.</p> <p>Anyone self-isolating with symptoms will be advised to do so in line with current government guidance, and to access testing and engage with the NHS Test and Trace process.</p> <p>If a symptomatic person comes into school or develops symptoms while in school, They will be sent home immediately or isolated until they</p> | | In place | |

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| | | | <p>can be picked up. Room will be the medical room.</p> <p>999 will be called if they are seriously ill or injured or their life is at risk.</p> <p>In the case of a pupil who needs to be supervised before being picked up:</p> <ul style="list-style-type: none">• A window will be opened in the room to allow for fresh air ventilation• If a distance of 2 metres can't be maintained, supervising staff will wear a fluid-resistant surgical mask• If contact is necessary, supervising staff will also wear disposable gloves and a disposable apron• If there's a risk of splashing to the eyes, such as from coughing, spitting or vomiting, supervising staff will also wear eye protection <p>Supervising staff will wash their hands thoroughly for 20 seconds after the pupil has been picked up.</p> <p>We will provide home testing kits to parents/carers collecting symptomatic children, and to staff who've developed symptoms at school, if they are unable to get a test elsewhere.</p> <p>In exceptional circumstances, if parents/carers cannot collect their child and they agree it's age-appropriate and safe to do so, the pupil can walk, cycle or scoot home. If the pupil cannot be collected or travel home independently, we will make alternative arrangements to transport the pupil home. In this case one of the following steps will be taken:</p> | | |
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- Use of a vehicle with a bulkhead or partition that separates the driver and passenger; or
- The driver and passenger will maintain a distance of 2 metres from each other; or
- The driver will use PPE (the same PPE as when supervising a symptomatic pupil, as explained above) and the passenger will wear a face mask if they are old enough and able to do so

We will speak to the local authority about sourcing a vehicle that would provide appropriate protection for the driver, and we will inform the driver that the pupil is displaying symptoms [

A deep clean will take place in the areas that the symptomatic person [if you're a school with secondary-aged pupils participating in the government's rapid testing programme, add: or pupil who has tested positive in school] has been, and PPE will be disposed of properly, following [decontamination guidance](#).

Rapid testing programme:

We will provide staff and parents/pupils (as appropriate to the pupil's age) with a privacy notice, and parents/pupils (as appropriate to the pupil's age) with a consent form, so they can consent to testing.

We will offer **staff** 2 lateral flow tests per week, to take at home.

We will offer **pupils** 3 lateral flow tests on-site, taken 3 to 5 days apart, upon their return to school.

Thereafter, we will ask **pupils** to take 2 lateral flow tests per week, at home.

In all cases:

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| | | | <ul style="list-style-type: none">• We will carefully read the government's guidance on administering tests and ask the individual to read the instructions in the test kit carefully / explain the instructions to them (as appropriate) to make sure everyone knows how to safely administer or self-administer tests• If the lateral flow test is positive, we will follow the same steps (laid out above) as if that pupil/staff member were displaying symptoms. They will need to take a 'standard' coronavirus (PCR) test to confirm their result if the lateral flow test was done at home• If the lateral flow test is negative, the pupil/staff member can continue to attend school <p>We won't need to see evidence of a negative test result in order to allow staff and pupils to attend school.</p> <p>All staff and pupils will continue to follow the measures set out in this risk assessment, even if we're participating in rapid testing.</p> <p>We will ask pupils and staff to share all test results with us, and we will keep accurate records of all results. We will only share health records with the relevant people.</p> <p>We will report test results to NHS Test and Trace wherever this is required by current government guidance.</p> <p>Rapid testing programme:</p> <p>We will provide staff with a privacy notice so they can consent to testing.</p> <p>Staff will be offered 2 lateral flow tests per week, for use at home.</p> | | |
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| | | | <p>We will ask them to carefully read the government's guidance on self-administering tests, alongside the instructions in their test kit, to make sure they know how to safely do this.</p> <p>We won't need to see evidence of a negative test result in order to allow staff to attend school.</p> <p>Any staff members receiving a positive lateral flow test result will be told:</p> <ul style="list-style-type: none">• To remain at home, take a standard coronavirus (PCR) test and let us know the result (if a home testing kit is available in school, this can be given to them, if they have barriers to accessing testing elsewhere)• That they, and members of their household, should self-isolate in line with the latest government guidance• That they should report their lateral flow test result to NHS Test and Trace <p>As soon as we hear that a staff member has tested positive with a lateral flow test, we will follow the same cleaning measures (laid out above) as if that staff member had been symptomatic while in school.</p> <p>All staff and pupils will continue to follow the measures set out in this risk assessment, even if we're participating in rapid testing.</p> <p>We will keep accurate records of all test results, and only share health records with the relevant people.</p> <p>All schools continue with:</p> <p>If the school becomes aware that a pupil or a staff member has tested positive for coronavirus [if you're participating in the government's rapid testing programme, add: , either with a lateral flow test or PCR test,] and needs advice on next steps, the school will</p> | | |
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| | | | <p>contact the DfE helpline on 0800 046 8687 and select option 1. (If no advice is required, the school will report the case using the DfE's 'online attendance form daily return'). The advice service (or local health protection team, if the call is escalated to them), will carry out a rapid risk assessment to confirm who's been in close contact with the person when infectious.</p> <p>The school will ask (using a template letter from the local health protection team) all close contacts to self-isolate in line with current government guidance.</p> <p>If there are 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, the school will work with the local health protection team, who can be reached by calling the DfE helpline and selecting option 1, to decide if additional action is needed. Any advice given by the team will be followed.</p> <p>To help with identifying staff's and pupils' close contacts, records will be kept of:</p> <ul style="list-style-type: none">• The pupils and staff in each group• Any close contact that takes place between children and staff in different groups <p>Close contact with an infected person means:</p> <ul style="list-style-type: none">• Face-to-face contact, including:<ul style="list-style-type: none">◦ Being coughed on◦ A face-to-face conversation within 1 metre• Being within 1 metre for 1 minute or longer without face-to-face contact• Sexual contact | | |
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| | | | | <ul style="list-style-type: none"> Being within 2 metres for more than 15 minutes (either as a one-off contact or added up together over one day) Travelling in a small vehicle or a plane | | | |
| 48. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school including test and trace | 4 | 5 | 20 | <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 | Reporting COVID cases made clear to all staff and parents. DFE will be notified immediately. | 4 X 3=12 |
| | | | | <ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. | Y | In place | |
| | | | | <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 | In place | |
| 49. Staff, parents and carers are not aware of recommendations on transport to and from school | 4 | 5 | 20 | <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 <p>Everyone will be encouraged to walk, cycle or scoot into school, and asked to avoid taking public transport during peak times if possible. Explain any initiatives you'll set up to do this, such as providing additional bike storage, setting up 'walking buses', staggered start times to help pupils avoid peak times, or working with your local authority to provide more dedicated school transport like buses.</p> <p>Anyone who needs to take public transport will be referred to government guidance.</p> <p>Parents/carers who need to drop off and pick up pupils will be told through messages and signage.</p> | Y | In place | 4 X 3=12 |

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| | | | <ul style="list-style-type: none">• Their allocated drop off and collection times• The protocols for minimising adult to adult contact Explain what your protocols are here, such as using different entrances and exits or marking out spots to queue• That only one parent/carer should attend• Not to gather at entrance gates or doors, or enter the site unless they have a pre-arranged appointment <p>Staff and visitors will be asked to keep on or put on a face covering when arriving at school and moving around indoors in places where social distancing isn't possible, such as corridors and communal areas, unless they're exempt from wearing one. They will be asked to wash their hands before and after putting on or removing a face covering.</p> <p>A supply of spare face coverings will be kept for any staff member or visitor who arrives without one or has one that's unsafe to wear.</p> <p>Anyone wearing reusable face coverings when arriving to school will be expected to bring a plastic bag to keep these in during the school day when not in use. Disposable face coverings will be disposed of in a covered bin.</p> <p>Any pupils wearing any sort of face covering when arriving to school will wash their hands on arrival (as all individuals will), dispose of/store the covering, and wash their hands again before going to their classroom.</p> <p>Everyone will be made aware that they mustn't touch the front of the covering during use or removal.</p> <ul style="list-style-type: none">• | | |
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Sign off

- I confirm that I have read and understood this risk assessment.

- I have been provided with appropriate information, training and equipment to carry out the tasks covered by this risk assessment.
- I have had the opportunity to ask any questions and seek clarification on this risk assessment.

| Name | Signature | Date |
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