[Company name]

Covid-19: Operational Risk Assessment.

Planned re-opening of primary schools May 2020 - reviewed to secure full-reopening September 2020
Reviewed September 7th post opening

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Coventry School Partnership:
Covid19 Operational Risk Assessment – Re-opening of Primary Schools

1. Introduction:

Coventry's Partnership of schools agreed a collaborative and consistent approach to secure the safe re-opening of schools across the City as set out in *'Coventry Schools Covid-19 Re-set and Recovery Plan' May 2020. On 2nd July 2020 guidance for the full reopening of schools to all pupils from September 2020 was published:* Guidance for full opening of schools
These changes are fully reflected in this guidance and risk assessment.

This risk assessment focuses on balancing the risk of children returning to school and accessing a full educational experience with the "very low risk from coronavirus (COVID-19)" (source: Government Guidance July 2020)

In preparing and reviewing this guidance the Local Authority has had regard to advice from both the Health and Safety Executive and Government. It has noted that the Government has made explicit within the guidance those actions that are statutory, those actions that MUST be undertaken (Public Health Advice) and those that are advisory (for consideration if it is reasonably practicable to do so.

It is made clear that Government advice *"does not supersede any legal obligations relating to health and safety, employment or equalities and it is important that as an employer you continue to comply with your existing obligations".* Consequently, Health and Safety Legislation continues to take precedence.

This risk assessment guidance:

- Sets out the current context and statutory health and safety obligations as at July 2020 to take effect from September 2020.
- Reflects the relevant principles set out in Coventry schools Covid-19 Re-set and Recovery Plan
- Sets the national and local context for conducting a risk assessment to reduce transmission of a disease within school
- Provides an exemplar risk assessment that can be adopted and adapted to any educational setting
- Provides a template to record a risk assessment method statement – setting out safe methods of working (control measures), which all staff should read, understand and sign
- Incorporates hyperlinks to sources of helpful information and resource

What is the risk? Covid19 is an infectious disease recognised internationally as a pandemic, the transmission of which must be controlled. The foreseeable risk in re-opening schools, is the potential transmission of Covid19 between members of the school community and consequently the wider community. This risk assessment therefore focuses on actions that are reasonably practicable to implement, that will reduce the risk of transmission of Covid19 as a consequence of re-opening schools to all pupils and staff, recognising that the virus is in general circulation and the risk is significantly lower than in the Spring/early summer of 2020

Who is responsible? The employer is responsible for making sure that risks, particularly the risks to staff and pupils, are managed so far as is reasonably practicable. For maintained schools the employer is Coventry City Council, for Academies it is the Academy Trust.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the head teacher and school management team. Reference: https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm

2. Overview of Actions required for safe methods of working:

- Put in place sensible approaches to minimise the risk of Covid19 transmission to staff, pupils and visitors whilst in school.
- Communicate the risks and required safe methods of working to all building users including parent/carer
- Ensure that staff (employees) have the relevant information and training to manage risks on a day to day basis, including access to competent health and safety advice where needed.
- Check that the control measures have been implemented and remain appropriate and effective.
- Ensure that the control measures are monitored throughout the day and reviewed where necessary.

2.1 Key message:
Good health and safety is about keeping things simple, being proportionate and focusing on the real (substantive) risks. Procedures should be clear and concise with assessment of risk being practical. Good leadership is about getting the balance right on managing risk rationally, it is not about trying to eliminate it altogether.

2.2 What leaders need to do?
- Ensure that the school is following the employer's health and safety policy and has effective arrangements for managing the health and safety risks at the school.
- Maintain effective communications with employers, governors, and the school workforce, and give clear information to pupils and visitors, including contractors, regarding any significant risks on site.
- Make sure that the staff have the appropriate training and competencies to deal with risks in their areas of responsibility.
- Consult and work with recognised TU safety representatives/employee representatives and safety committees.
- Consult and engage employees in the development of the risk assessment and ongoing review
- Make sure that staff understand their responsibilities and know how to access support and advice to help them manage risks responsibly.
- Provide visible leadership to the whole school so that staff feel motivated, supported and empowered to focus on the things that really matter.
  See: https://www.hse.gov.uk/services/education/sensible-leadership/leadership-test.pdf

3. Locally agreed Principles:
Coventry schools Covid-19 re-set and recovery Plan' revised July 2020May 2020

- The safety of everyone in school is paramount
- A consistent and co-ordinated approach and communication will be maintained across the Coventry school system
- Adherence to social distancing will be maintained as far as practicably possible in all classroom and school environments

- Best endeavours will be deployed to minimise the number of contacts staff and pupils have within school and ensure consistency in the groups pupils are placed within and staff teach/support
- School organisational planning will minimise the number of pupils that each staff member has contact with
- Schools will reserve the option of a "staff re-set day" and other opportunities for staff to come on site prior to working with children in September 2020

4. What we know:

The World Health organisation (WHO) confirms that data from published epidemiology and virologic studies provides evidence that COVID-19 is primarily transmitted directly from symptomatic people (those infected with Covid19 displaying symptoms) to others who are in close contact with the infected person. Respiratory droplets are passed on directly through coughing and sneezing, or indirectly by contact with contaminated objects and surfaces; where the virus may be transferred from the surface to the hand and then the face - eyes, nose or mouth. It is understood that people can be infectious before their illness starts. Therefore, to minimise the risk of transmission, settings must put into place effective infection protection and control. Ensuring appropriate social distancing in school, meticulous hand hygiene practice all serve to reduce risk significantly.

The balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19)

The hierarchy of controls: if properly implemented will substantially reduce the risk of transmission of infection.

These include:

Exclusion:-
- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, <u>do not attend</u> childcare settings, schools or colleges. Covid19 tests for symptomatic household member/s must confirm the outcome of the Covid-19 test if taken as soon as the results are known.
- Clinically vulnerable employees who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the <u>staying at home and away from others (social distancing)</u> guidance should be supported in undertaking a Vulnerable Employee Risk Assessment (VERA) and reasonable adjustments made if necessary , which may include additional protections within the school environment or if possible working from home supporting the delivery of the curriculum for children unable to attend school as a consequence of self-isolation or local lockdown

Hygiene:-
- A stringent cleaning regime should be in place<u>COVID-19: cleaning in non-healthcare settings</u> . At the highest level this could follow the advice set out in: <u>Covid-19-decontamination-in-non-healthcare-settings</u>
- Frequent cleaning and disinfecting of objects and surfaces that are touched regularly (touch points), should be undertaken using standard cleaning products or antiseptic wipes, both of which kill the virus. This may require settings to enhance cleaning capacity. It should be recognised that cleaners and caretakers provide the frontline in protecting everyone in school, but health and safety is everyone's responsibility so cleaning tasks may be undertaken by any member of staff as appropriate.
- Socialising hygiene routines including regular hand-cleaning regimes - washing hands thoroughly for 20 seconds with running water and soap, drying them thoroughly or using alcohol hand rub or sanitiser

ensuring that all parts of the hands are covered. Identify specific situations when additional handwashing is required
- Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach with follow up handwashing and cleaning/wiping of any contaminated area followed by safe disposal of waste

Maximise natural ventilation and access to the external learning environment

Social Distancing:-

- Secure social distancing and/or minimise the range of contacts an individual pupil and member of staff have whenever practicably possible, through group designation, footfall management and planned supervised movement throughout the school building
- Regulate entry so that the premises do not become overcrowded at any point ensuring no 'pinch points' are experienced at ingress or egress
- Where it is possible to remain 2 metres apart, continue to use floor markings/signage to mark the distance and facilitate compliance, particularly in corridors, hand cleaning areas, toilets and internal and external communal break areas. Primary age children and those with cognitive functioning that makes social distancing difficult, can socialise with children within their designated group (bubble)
- Ensure the environment (such as classroom layout) and timetables are conducive with social distancing – remove all clutter and non-essential resources. Desks/tables where practicably possible should be forward facing – pupils should void facing each other or sitting side on.
- Minimise social contact by forming fixed groups of staff and children and avoiding movement between or blending of groups whenever possible. This may be a whole class group or if that is not possible e.g. secondary a whole year group. It is accepted that staff may have to deliver to more than one group, which is permissible, but contacts should be minimised and social distancing adhered to when possible.
- Where face-to-face contact is essential, this should be kept to 15 minutes or less whenever possible, contact should be side on.
- Social distancing is not required in an emergency situation, e.g. medical emergency, fire evacuation etc. PPE should be used in a medical emergency if time permits (a first aid supply of PPE has been provided to all schools to secure an individual emergency situation, for example a sudden illness that may be Covid19 symptomatic of a child or staff member in school)

5. Summary:

These underlying principles are the key focus for organising all aspects of the school day and need to be built into the operational routine. A model Covid19 operational risk assessment was developed for City-wide use, which is pre-populated with generic safe methods of working. It was advised that if adopted, it would need to be adapted to each specific setting. The risk assessment template has been reviewed to reflect the changes in risk and necessary controls from September 2020 when all pupils return to school on a full-time basis. In addition to infection control, the risk assessment template and supporting resources extends to support additional health and safety considerations related to the consequences of Covid19 specifically:

- Securing provision for SEN – from September 2020 the provisions in a child's Education, Health and Care Plan must be delivered. This means that peripatetic support teachers and health therapists will be able to work within schools, by adhering to the schools visitors' policy thereby balancing the risk of allowing external visitors into school with the duty of best endeavours to provide (school may adopt the LAs model policy for visiting professionals).
- Health and safety audit of the school building checklist – for use by class teachers (HSE) to ensure that the overall building is safe to use in terms of trips, falls, lighting, electricity hazards etc.

- Staff audit and recovery plans for absence of leadership, teachers, non-teaching staff, cleaners, first-aiders and DSL and response to local lockdown
- Maintaining communications with parents, staff, visitors and the general public
- Supporting the mental health and well-being of everyone in school
- Developing a recovery curriculum
- Developing a contingency plan to secure flexible support for home schooling, if a need arises as a consequence of group isolation; whole school isolation or local lockdown.

6. Resources and references:

Actions for educational and childcare settings to prepare for wider opening from 1 June 2020	Covid-19-decontamination-in-non-healthcare-settings staying at home and away from others (social distancing)
Coronavirus (COVID-19): implementing protective measures in education and childcare settings	Health and safety risk checklist for classrooms
Coronavirus (COVID-19) Collection: guidance for schools and other educational settings	E-bug posters
	Guidance for full opening of schools
Actions for schools during the coronavirus outbreak	guidance on the phased return of sport and recreation
Coronavirus (COVID-19): implementing social distancing in education and childcare settings	Sport England
	coronavirus (COVID-19) symptoms
Coronavirus (COVID-19): guidance for educational settings	Public Health England health protection team
	guidance for food businesses on coronavirus (COVID-19)
COVID-19: cleaning in non-healthcare settings	COVID-19: review of disparities in risks and outcomes report

Model COVID-19: Operational risk assessment for school reopening

Please note: this risk assessment should be undertaken in conjunction with the covering guidance which absorbs statutory requirements and Government guidance available as at 2nd July 2020. Control measures have been used to exemplify actions that could be taken to mitigate the risk, which you can use or change. Please add additional Activity (risks) as deemed necessary and delete any activity that does not apply to your school. The table is designed to enable you to re-order risks/priorities as required.

Assessment conducted by:	THERESA O'HARA	Job title:	HEADTEACHER	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	06/07/20	Review interval:	~~08/07/20 LGB~~ 09/09/20 COG	Date of next review:	~~September 2020 and continuous review thereafter~~ Continuous review

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		High (very likely)	Medium (possible)	Low (remote)
Activity	**Risk rating prior to action (H/M/L)**	**Control measures**	**In place? (Yes/No)**	**Additional controls**	**Residual risk rating (H/M/L)**

Activity	**Risk rating prior to action (H/M/L)**	**Control measures**	**In place? (Yes/No)**	**Additional controls**	**Residual risk rating (H/M/L)**
1. Establishing a gradual and safe approach for pupils and staff to return to school:					
1.1 Establishing if the building is safe following an extended closure					
Health and safety risk assessments have not been reviewed. The health and safety audit is overdue.	H	- Health and safety audit conducted by nominated staff and Governor - Classroom audits undertaken using the HSE Health and safety risk checklist for classrooms - Risk assessments are updated or undertaken before the school reopens, mitigation strategies are put into place and communicated to staff with appropriate training covering: - Different areas of the school - Procedures for when children and staff enter and leave school	YES	The Headteacher and nominated LGB governor will conduct a site inspection prior to pupils and staff starting back at school. All FPMAT schools have been open since March 2020 and so H&S and maintenance routines/inspections have been maintained.	L

7

Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)
	H	▪ Planned movement around the school during lesson, break and lunch times ▪ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used	YES	• Staff will receive training communications prior to returning to school. The first day back after the summer break is a designated Training Day across all MAT schools to facilitate final review of systems put in place and familiarisation with RAMS (NEU/GMB/Unison/Unite)	L
Statutory compliance has not been completed due to the availability of contractors during lockdown	H	▪ 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.	YES	• School systems have been maintained during lockdown as all FPMAT schools have remained open. However certain routines will be completed to ensure parts of buildings that have received less use meet statutory compliance. E.g. Chlorination & flushing by specialist contractors has been approved for action	L
1.2 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads may children's safety at risk	H	▪ First Aid certificates have been extended for three months by Gov't ▪ A programme for training additional staff is in place, using on-line training ▪ Consideration has been given to increasing DSL capacity to respond to respond to any increase in safeguarding and welfare concerns arising during the Covid-19 school closure and holiday period.	YES	• "Online training has been accessed by staff to support individuals who need training updates or who wish to become accredited for Paediatric First Aid • All schools have trained First Aiders and Designated Safeguarding Leaders on site	L

				– support for individuals available on request from MAT/LA " • The Designated Training day after the summer break will provide statutory training for all staff at Pearl Hyde and remotely with Finham Primary School	
2. Securing safe teaching spaces to accommodate all pupils returning to school					
2.1 Organisation of teaching spaces and communal areas					
Classroom sizes will not allow adequate social distancing	H	▪ Class sizes revert to no more than 30 in recognition of Government advice that children are not at significant risk ▪ Timetables and staffing model determined to secure curriculum delivery for class/group size ▪ Classrooms are re-modelled, with chairs and desks in place to allow for social distancing. Any surplus furniture including 'spare' chairs are removed if possible and area de-cluttered ▪ Clear age appropriate signage displayed in classrooms promoting social distancing see: E-bug posters ▪ Ensure class groups and staff stay together consistently and do not mix or blend with other groups during teaching times	YES	• Ensure all learning spaces have windows which can be opened to maximise air flow around the room	L
Large spaces that need to be used as classrooms	M	▪ Set group size limit for large spaces (e.g. hall, sports hall, and dining hall) that match teaching group size. ▪ Large gatherings of children and/or staff are prohibited, compliance is supported by signage, training and monitoring ▪ Design layout and arrangements in place to enable social distancing.	YES		L
Staff rooms and offices do not allow for observation of social distancing guidelines	H	▪ Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. ▪ Staff are discouraged from congregating in communal spaces and are encouraged to eat observing social distance alone or with their designated team	YES	• To mitigate risks of staff coming into contact with each other 'by accident' the staffroom entrance door makes use of a cone system to indicate the maximum staff members (4) are in the room	L

		▪ Staff using a communal area do so in their designated groups only and the area is cleaned before being occupied by another group		–each staffroom entrance door has signage to say a 'maximum of 6 staff only' are allowed in at any one time.	
School kitchens may not be able to serve whole school return	H	▪ Government advice confirms that school kitchens can continue to operate, the kitchen will comply with guidance for food businesses on coronavirus (COVID-19)	YES		L
Physical activity in school	H	▪ Pupils to be kept in consistent groups ▪ Sports equipment to be thoroughly cleaned in between each use by a different group ▪ Avoid contact sports ▪ Where possible outdoor sports will be prioritised and large indoor spaces used when necessary, maximising distancing between pupils and adhering to stringent cleaning and hygiene ▪ External facilities are used in accordance with Government guidance ▪ guidance on the phased return of sport and recreation and England Include activities such as active miles and active travel to promote social distancing exercise	YES	• Each Bubble will use its own set of designated equipment for Sport/outdoor activity • This will be kept in each 'Bubble's' base room and cleaned after use	L
2.2 Availability of staff and class sizes					
The number of staff who are available is insufficient to safely teach classes in school, operate effective home learning schemes and safeguard children not in school	L	▪ The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. ▪ Staff who are identified as potentially at increased risk from coronavirus) because they have particular characteristics that comparatively increase their risk as set out in COVID-19: review of disparities in risks and outcomes report should be identified and be given the opportunity to undertake a vulnerable employee risk assessment (VERA). The school will use its reasonable endeavours to accommodate the risk ▪ Staff are aware of the current symptom checker for Covid-19, including high temperature, persistent cough and loss of taste	YES	• Individual risk assessments will be completed ~~for staff identified in high risk groups~~ by ALL staff to enable swift identification of high risk groups using VERA; Vulnerable Employee Risk Assessment + Guidance + additional school information e.g. BAME. BAMEEd e.g. BAME. BAMEEd have produced useful guidance in this respect. Staff training will	L

		and smell and understand that they are not permitted to attend school if they or a household member is symptomatic ▪ All staff are aware of the testing procedure and report their illness or the illness of a household member immediately to enable testing to take place within 3 days of onset. ▪ Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. ▪ Flexible and responsive use of teaching assistants and pastoral staff is in place to supervise classes under the direction of a teacher if required, providing this does not displace provision for children with SEND ▪ An appropriate hierarchy of deputisation is in place should a senior leader be unavailable. This might include external leadership capacity		remind colleagues of Gov UK guidelines in relation to self-isolating and seeking COVID - 19 testing if necessary. Test requests are co-ordinated by the MAT each day. Staff training will remind colleagues of Gov UK guidelines in relation to self-isolating and seeking COVID - 19 testing if necessary.	
2.3 Testing and managing symptoms					
Testing is not used effectively to help manage staffing levels and support staff wellbeing	L	▪ Guidance on accessing a priority test for symptomatic household members has been brought to the attention of all staff ▪ Staff share the outcome of the test with their employer ▪ The school, staff and parents engage with the Test and Trace processes	YES	• All staff in FPMAT have received guidance on what actions to take if they feel a COVID-19 test may be needed. Requests are sent to MAT Central staff who liaise with Coventry CC over advice and guidance re testing	L
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	H	▪ Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms or have tested positive in the last 10 days and ensure anyone developing these symptoms during the school day is safely sent home and instructed to arrange a Covid-19 test. ▪ Engage with the NHS Test and Trace process ▪ Contain any outbreak by following local public health protection advice contact: Public Health England health protection team ▪ Pupils, parents and staff are aware of what steps to take if they, or any member of their household, display symptoms. This includes an understanding of the definitions and mitigating	YES		L

		actions to take in relation to the terms **clinically vulnerable** and **clinically extremely vulnerable** should these apply**.** ▪ Robust collection and monitoring of absence data, including tracking return to school dates, is in place ▪ Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes safe isolation procedures, departure and cleaning. ▪ A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. Public health advice is followed.			
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	H	▪ Staff, children and parents / carers 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. ▪ This guidance has been explained to staff and children as part of the induction process and systems are in place to validate understanding ▪ Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners	YES	• Staff, parents / carers and children are frequently reminded of Government guidance and specific documents are referenced on MAT & school websites and in letters to parents. E.g.https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings	L
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	H	▪ Staff, children and parents /carers 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. ▪ This guidance has been explained to staff and children as part of the induction process.	YES		L

The continued prioritisation of vulnerable pupils and the children of critical workers will create 'artificial groups' within schools when they reopen	H	- Plans are in place to meet the learning needs of ~~the children who are outside of the main cohorts (reception, year 1 and year 6) attending school.~~ any children or groups of children who need to self-isolate - Pastoral and SEND support is deployed wherever possible to support prioritised pupils. - Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. ~~A plan is in place for the phasing in of the other cohorts at phase 2~~ - Ongoing risk assessments are in place to identify children whose circumstances may have changed	YES	• All teaching staff will build a banl of online learning provison which can be acrtivated swiftly for children required to stay at home to self-isolate L
Children who most need to be in school, may not be identified through the age categorisation or parental decision	H	- Children who need to develop early learning skills, are experiencing emotional withdrawal or anxiety are identified - Vulnerable pupils including those with an EHC Plan have been subject to a risk assessment under the LAs guidance for SEND (based on Government guidance)	YES	• Check and review EHCP risk assessments for key pupils with staff and parents to ensure new routines are 'built in' and risks are mitigated wherever possible. Some pupils may not return to school in the first 1-2 weeks, until provision is in place to safeguard all. • Detailed procedures are in place to maintain regular contact with ~~those who most need to be in school, regardless of year group. More of these pupils are attending school as lockdown restrictions are eased.~~any children who have not returned to school and processes are in place to get them back into school swiflty L
3 Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene				

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

3.1 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	H	A virtual induction and CPD programme is delivered to all staff prior to reopening, which includes: ▪ Infection control ▪ Fire safety and evacuation procedures ▪ Constructive behaviour management ▪ Safeguarding ▪ Risk management	YES	• Any staff who wish to visit the school site to familiarise themselves with physical environments and implementation of new routines will be able to do so by requesting this from their line manager in the first instance.	L
New staff are not aware of policies and procedures prior to starting at the school when it reopens	H	▪ Induction programmes are in place for all new staff – either online or in-school – prior to them starting. ▪ The revised staff handbook is issued to all new staff prior to them starting.	YES	• New staff will visit the school site, following social distancing guidelines, prior to re-opening	L
3.2 Communication strategy					

Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	H	▪ Communications strategies for the following groups are in place:
		  ▪ Staff
		  ▪ Children
		  ▪ Parents/carers
		  ▪ Governors/Trustees
		  ▪ Local authority
		  ▪ Professional associations including Trade Unions
		  ▪ Other partners including peripatetic staff and health professionals
			YES	• Letters and other communications will be ready to go out to all stakeholders once a definitive return date has been announced by the government	L

There is a lack of clarity and understanding in maintaining social distancing and good hygiene	H	▪ Clear signage is in place at all school entrances, reception, toilets, washing, teaching, social and communal areas promoting social distancing, good handwashing and 'catch it bin it' rules. ▪ Clear floor markings identify 2 metre spaces (may be reduced to 1 metre+) to ensure safe distancing when travelling in and around the building or the external environment, including arrival and leaving procedures.	YES	• Behaviour for Learning Policies have been reviewed in the light of any changes to support discipline around social distancing. For ease of use, normal sanctions will apply – it has been agreed that 'not following social distancing rules' will be	L

		▪ All systems and procedures are visibly modelled by leaders and all stakeholders routinely monitored and reviewed throughout the day.		escalated to senior leaders in the school immediately.	
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	H	▪ As part of the overall communications strategy parents / carers are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. ▪ A COVID-19 section on the school website is created and updated. ▪ Parent / carer and children's handbooks/information leaflets are created.	YES	• School websites contain detailed information and links to guidance around COVID-19. Key information is emphasised in letters to parents from the Headteacher and other senior staff	L
Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19	H	▪ Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.	YES	• As above	L
4 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines	H	▪ Circulation plans have been reviewed and revised. ▪ Corridors are divided, where feasible. ▪ Appropriate signage is in place to clarify where children are allowed to enter. ▪ Pinch points and bottle necks are identified and managed accordingly. ▪ Movement of children around the school is minimised as much as possible, with children staying in classrooms and utilising any external learning environment that is available ▪ Children are regularly briefed regarding observing social distancing guidance. ▪ Appropriate levels of supervision and guidance are in place	YES	• Toilets in the Y3/4 corridor, used by all of Y3/4 and Y1/2, are supervised by an adult when children need to go from KS1 • 2children in approach has been adopted due to the numbers of children needing to use the facilities • Only 2 wash basins are in use in each of the children's	L

15

				bathroom facilities across the school
4.1 Management of social distancing in the reception area				
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	H	▪ No visitors are allowed on the premises without a pre-arranged appointment. If a visit can be arranged out of school hours, it should. All visitors to school to wear a face mask. ▪ A record of all visitors and their contact numbers are obtained and retained for the purposes of Test and Trace procedures and kept for 21 days in line with the guidance ▪ Any visitors are provided with clear guidelines on behaviours whilst on premises – ideally sent electronically in advance of the visit ▪ Non-contact signing in arrangements are in place that do not require writing or electronic entry by the visitor ▪ Signing in arrangements are in place electronically. The surface is wiped with an antiseptic wipe after each sign in ▪ The electronic key pad is wiped after each sign in. There are wipes available at the main reception desk. The wipe will be used to open the door and then disposed of in a bin provided. ▪ Hand sanitiser is available at the main reception desk ▪ Social distancing points are clearly set out, using floor markings, continuing outside where necessary. ▪ Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). ▪ Non-essential deliveries and visitors to school are minimised. ▪ Arrangements are in place for segregation of visitors.	YES	• School will provide a face mask for adults if they do not have one with them • Protective glass panelling is in place in all school reception areas to support staff and visitor protection. • Parents will not be able to visit the school site without prior appointment unless there is an emergency. In such cases, specific measures are in place to ensure social distancing practices will be maintained and PPE is available for all staff should they need/wish to wear it	M
4.2 Management of Aggress and Egress – arrival and departure				
The start and end of the school day create risks of breaching social distancing guidelines	H	▪ Parents have clear information on drop-off, pick up procedures whether on foot or driving with clear signage in place ▪ Start and departure times are staggered to reduce pinch points and risk of breach if this is possible without reducing the overall teaching time for pupils	YES	• Pupils will wait in their 'social bubbles' in holding areas before being escorted into the school building, through pre-determined entrances, by an adult	L

		- A clear traffic management scheme is in place that allows safe queuing of vehicles monitored on the school gate with a drop-off and go procedure in place - All available safe exits are utilised to leave the school building, with clear safeguarding procedures in place to ensure children are handed over to their parents - Segregation of groups is considered wherever practicable - Floor markings are visible where it is necessary to manage any queuing.		- Children will enter the school at their designated entry point and leave at the same gate at the end of the day. - Set times have been allocated to each class - There is a member of staff on each gate and all teachers are out at 8.45 to meet children - Children will be allowed onto the school site as soon as they are at the gate (at their allocated time) in order to prevent pinch points at the gate - The learning mentor will rotate entry points as a point of contact for parents/carers and to scoop any children identified as needing support	
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply	H	- Start and finish times are staggered. - The use of available entrances and exits is maximised. - Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. - Weekly messages to parents stress the need for social distancing at arrival and departure times.	YES	- Teachers, or a nominated member of staff, will lead their children to their exit at the designated time promptly - There will be a nominated member of staff from each year group ZONE at the gate when their ZONE exits	M
Pupils use public transport and thereby increase risk of infection and transmission	H	- Public transport is defined as transport used by the general public. If children use a public bus to come to school thy will have to wear a face covering if they are over the age of 11. - Staff using public transport must ensure that they safely remove their face covering on arrival at school and store it safely and hygienically in a sealed plastic bag or container – staff are advised to carry a spare face covering.	YES	Children arriving wearing masks will dispose of these in the class base bin or place in their own sealable plastic bag if a homemade mask. The children will then sanitize/wash their hands	L

		▪ School transport commissioned by the LA (excluding the use of public buses via a bus pass) are not available to the general public and therefore risk is reduced by the controls deployed by the LA and provider risk assessments ▪ Parents and children will be discouraged for using public transport if there is another practical mode of getting to school including, walking, cycling (if safe) or family car. ▪ Personal budgets will be promoted to families entitled to free home to school transport by the LA and the school to minimise risk and secure capacity for families that need dedicated transport the most		• The mask will not be worn again until the end of the day	
4.3 Consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination as far as is reasonably practicable					
Formulating group sizes to minimise contacts and mixing whilst delivering a broad and balanced curriculum	H	▪ Group pupils together to reduce as far as possible the number of contacts between children and staff, to a size that balances the requirement to deliver a broad and balanced curriculum. The maximum ~~group~~ Bubble size at Pearl Hyde is 30. ~~, where there are~~ Mixed year groups classes ~~is~~ are recognised as one class ~~group~~ Bubble for teaching and learning and ONE mixed year group ZONE e.g. Y5/6 for break and lunch times ▪ Where ~~they~~ a class is in a single year ~~groups are single the year~~ group this is recognised ~~is seen~~ as one class ~~group~~ Bubble ▪ Maintain as far as possible the consistency of group members. ▪ Avoid contact between ~~groups~~ Bubbles as far as possible, apart from playtime activities and lunchtime ▪ Staff to maintain distance from pupils and other staff as much as possible ▪ Avoid contact between ~~groups~~ Bubbles as far as possible ▪ Children should and may ~~only~~ be placed in larger groups if they are able to observe social distancing otherwise, they must remain ~~be placed~~ in ~~a~~ thier class ~~group~~ Bubble. ▪ Maintain as far as possible the consistency of group ~~members~~ adults ▪ Limit interaction, sharing of rooms and social spaces between ~~groups~~ Bubbles as much as possible. ▪ Younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.	YES	• School leaders have implemented ZONED areas inside the school building to accommodate class Bubbles and effectively manage adult 2m distancing in accordance with social distancing guidelines • Bubbles will enter school as Key Stage groups from different entry points in line with social distancing guidelines. • Timetables and school day structures have been reviewed to ensure there is capacity to do this • EYFS and KS1 will arrive and leave earlier which will fulfil statutory requirements	L

		- Where possible children ~~may~~ will spend the majority of their time in their class ~~groups~~ Bubbles, but will be allowed to mix into wider groups for any interventions/specialist teaching, ~~wraparound care~~ and transport. Interventions/specialist teaching is no longer than 15 minutes and no more than 6 children. - Wrap around care use the school hall and sit children in their class Bubble groups at tables side by side. - All teachers and other staff can operate across different classes and year groups if that is needed to enable a full educational offer. - If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. - Face to face contact will be avoided if possible and the time spent in close contact (within 1 metre of anyone) will be minimised - The provision for a child with complex needs who require close contact care can be delivered as normal			
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	H	- Net capacity assessment is completed, with each classroom and teaching spaces are compliant with social distancing measures and in line with local and government guidance - Where possible all children's desks are forward facing and the teacher maintains a 2 metre distance at the front of the class. - All furniture not in use has been removed from classrooms and teaching spaces into safe storage - Arrangements are reviewed regularly.	YES	Children are reminded regularly about the need to stay in their places and to keep their equipment on their learning space	L
4.4 Management of movement in corridors					
Social distancing guidance is breached when pupils circulate in corridors	M	- Circulation plans have been reviewed and amended. ~~One-way systems are in operation where feasible~~ - Corridors are divided where feasible. - Circulation routes are clearly marked with appropriate signage. - Any pinch points/bottle necks are identified and managed accordingly. - The movement of pupils around school is minimised as much as possible.	YES	~~There are clear routines in place to support children in KS1 to access toilets~~. - Children in KS1 will be escorted by an adult - Toilets in the Y3/4 corridor, used by all of Y3/4 and Y1/2, are supervised by an adult	L

		▪ Where possible, pupils and staff stay in classrooms or in designated external areas ▪ Pupils are reminded regularly to observe social distancing guidance whilst circulating, supported by signage ▪ Appropriate supervision levels are in place.		when children need to go from KS1 • 2children in approach has been adopted due to the numbers of children needing to use the facilities • Only 2 wash basins are in use in each of the children's bathroom facilities across the school. • Children in KS1 are escorted by an adult	
4.5 Management of social distancing at break times					
Pupils may not observe social distancing at break times	M	▪ Break times are staggered ~~if possible~~ ▪ ~~External areas are designated for different groups~~ ▪ External areas are designated for different ZONES if more than 1 ZONE is outside at the same time. ▪ Children are reminded about social distancing as break times begin. ▪ Social distancing signage is in place around the school and in key areas. ▪ Supervision levels have been enhanced, especially with younger children, to support social distancing.	YES		L
4.6 Management of social distancing at lunch times					
Pupils may not observe social distancing at lunch times	M	▪ Children are reminded about social distancing as lunch times begin. ▪ Children wash their hands using the 20 second routine, before and after eating. ▪ Dining area layouts have been configured to ensure social distancing where practicable. ▪ Floor markings are used to manage queues and enable social distancing. ▪ ~~Additional arrangements are in place, such as staggering lunch times, pupils eating in other appropriate spaces.~~ ▪ ~~Additional arrangements are in place to stagger lunch times~~	YES	• ~~The dining room will operate with 2 'Bubbles' for each sitting. These will be form the same Key Stage.~~ ~~The space allows for the 2 'Bubbles' to be accommodates safely with no cross over of 'Bubbles'~~ • Children will eat in the dining room	L

		~~Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes).~~ - Guidance has been issued to parents and children on packed lunches; one named plastic lunchbox, to take home each day for washing or a named disposable bag can be used - Eating areas are cleaned in-between group usage and after lunch has ended ~~Staggered lunchtimes are considered to reduce congestion providing this does not impact on the delivery of teaching time~~ Staggered lunchtimes are in place to reduce congestion providing this does not impact on the delivery of teaching time		- Lunches from home will be in a named disposable bag or plastic lunchbox - Each ZONE has been allocated a dining room slot. These differ from day to day due to the running of the school - Children are directed where to sit by an adult. The class Bubble may cross over minimally at this point to accommodate the timings in the dining room for each ZONE to eat their dinner - Lunchbox trolleys are taken to the dining in the morning by an adult from each ZONE - The lunchbox trolleys are returned to the ZONE by an adult following lunchtime	
4.7 Management of social distancing and hygiene in the toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures	M	- Queuing for toilets and hand washing have been established and are monitored. These do not have to be segregated for different groups, but should not be used by members of different groups at the same time - Floor markings are in place to enable social distancing. ~~Pupils know that they can only use the toilet one at a time – this will be reviewed after week 2 of the autumn term due to the limited toilet faculties specifically for Y1/2 and Y3/4~~ Children know that they can only use the toilet two at a time – this will be reviewed after week 4 of the Autumn term due to the limited toilet faculties, specifically for Y1/2 and Y3/4 - Children are encouraged to access the toilet during class/throughout the day to help avoid queues. - The toilets are cleaned frequently.	YES	- Bubbles to share specific toilets and a timing rota is in place (where possible) as to when each Bubble will be escorted to the toilet during the day / escorted individually if outside of these times - There is a 'plastic cone' outside each bathroom tom indicate that it is being used – the children are well trained in using this system - The disabled toilet is available to specific children to	L

		▪ Monitoring ensures a constant supply of soap and paper towels. ▪ Bins are emptied regularly. ▪ Children are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place		accommodate individual needs	
4.8 Safety arrangements for the use of medical rooms					
The configuration of medical rooms may compromise social distancing measures	M	▪ Social distancing provisions are in place for the medical rooms behind a closed lockable door ▪ Additional rooms are designated for children with suspected COVID-19 whilst collection is arranged. ▪ Procedures are in place for the medical room to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. It is advised that household bleach is used after the room is vacated. ▪ Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff ▪ Any member of staff providing assistance to someone with symptoms and any pupils who have been in close contact with them must wash their hands thoroughly for at least 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell	YES	•Children will be sent home at the first signs of illness regardless of symptoms	L
5. Securing and sustaining robust hygiene systems and procedures					
5.1 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not	H	▪ An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. ▪ Working hours for cleaning staff are increased to secure sufficient capacity to undertake an enhanced cleaning regime throughout the day ▪ Sufficient supplies of soap/hand wash, paper towels, tissues and cleaning products are procured to ensure constant supplies	YES	• Cleaning systems and procedures have been communicated clearly with all staff and made clear that it is everyone's responsibilty	L

undertaken to the standards required		ae available in every teaching and washing space and this reflects increased demand in September when all pupils and staff return ▪ KS2 children will take some responsibility for cleaning surfaces unless they have a skin condition which does not allow this ▪ Younger children will be encouraged to take responsibility for cleaning surfaces as per the above statement re skin conditions ▪ All staff will understand and take responsibility for keeping their ZONES clean and tidy			
5.2 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	H	▪ An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are ordered ▪ Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.	YES	• A system is in place for staff or an y other adult to sign that they have replenished any of the PPE equipment in their class	L
Pupils forget to wash their hands regularly and frequently	H	▪ Staff training includes the need to remind children of the need to wash their hands regularly and frequently. ▪ Posters reinforce the need to wash hands regularly and frequently. ▪ School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. ▪ Children and staff are taught how to effectively wash their hands especially before and after eating, going to the toilet, or following direct contact with another person	YES	• Staff are reminded at every staff CPD and Phase meetng	L
Equipment and resources	H	▪ Individual and very frequently used equipment such as pencils and pens should not be shared ▪ Classroom based resources including books and games can be shared within the designated group but must be cleaned regularly ▪ Resources shared between groups such as sports, art and science equipment must be cleaned between group usage or decontaminated by leaving them out of reach for 48 hours (72 hours for plastics) ▪ Outdoor play equipment will be cleaned more frequently	YES	• EYFS and KS1 Children are provided with a named zipper bag of equipment for use in school • Children in KS2 bring in a named pencil case with equipment required, specified by the school	L

		▪ Pupils will be limited to what they can bring into school to: bags, lunch boxes, hats, coats, books, stationary and mobile phones when permitted		

5.3 Personal Protective Equipment (PPE)

Pupils and teachers can take books and other shared resources homes, but unnecessary sharing should be avoided

Provision of PPE for staff where required is not in line with government guidelines	H	▪ Public Health England advise that face coverings should not be worn in schools and that routine temperature checks should not be taken as they are both intrusive and ineffective ▪ Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. ▪ Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) 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. ▪ Staff are reminded that wearing of gloves is not a substitute for good handwashing. ▪ Face coverings are not ordinarily required in school. Children under the age of 11 are not required to wear face coverings in or out of school including public transport	YES	• Sufficient PPE has been ordered for all schools in FPMAT as a means of supporting staff confidence in returning to work specifically BAME members of staff. • Staff will be issued with government guidance relating to PPE use and effectiveness but individuals will be able to make their own decision. • Supplies in stock will last for an initial 12 weeks. Use will be reviewed and more stock ordered if this is required by staff. • Staff/ adults will sign out a mask as they take them to track usage and need	L

6. Curriculum organisation

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

Hazard	Risk	Control Measures	In place	Further action	Risk
Children may need to re-socialise and familiarise with new routines	M	▪ Consideration should be given on planning what to teach, and how ▪ The priorities for young children currently is resocialisation into new style school routines; speaking and listening and regaining momentum in particular with early reading.	YES	• FPMAT primary schools have an agreed approach to curriculum content for returning pupils. PSHE, mental health and their well-being are key drivers during the first phase of return. • Materials are shared in the FROG portal between schools in the MAT to reduce workload where possible.	L
Children may have fallen behind in their learning during the school closure and achievement gaps will have widened	H	▪ Gaps in learning are assessed and addressed in teachers' planning. ▪ Home and remote learning is continuing and is calibrated to complement in-school learning and address any gaps identified to minimise inequality ▪ Plans for intervention are in place for those pupils who have fallen behind in their learning.	YES	• Baseline assessments are being carried out in the first 3 weeks of term to inform planning	L
Pupils moving on to the next phase in their education do not feel prepared for the transition	H	▪ A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues.	YES	• Parents/ carers will be encouraged to make appointments to meet with staff if they have any concerns	L
Resuming full support for pupils with SEND (SEND Support and EHC Plans	M	▪ All children with SEND will return full-time to school in September 2020 and receive their full entitlement to support ▪ Small children and children with complex needs will continue to be helped to wash their hands properly ▪ Vulnerable children risk assessments will be completed for children with additional needs who are unable to regulate their behaviour e.g. involuntary spitting using the LA vulnerable children risk assessment template ▪ External specialists will resume direct contact in schools for assessment, training, advice and support purposes observing	YES	• Adult resources have been deployed across the school to best accommodate the needs of specific children	L

		the schools visitors policy and mirroring expectations on staffing behaviours in terms of hygiene and social distancing			
Risk of infection from singing, chanting, playing wind or brass instruments and shouting	M	▪ Music lessons will be held outside when practicable, participants will be physically distanced and taught in groups of no more than 15 for wind/brass/singing, positioning children back-to-back or side on (not face to face) ▪ Instruments will not be shared ▪ Delay music groups/choirs for the first full term, to be reviewed at ~~the end of term~~ Christmas ▪	YES		L
7. Enhancing mental health support for pupils and staff					
7.1 Mental health concerns – pupils					
Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	▪ There are sufficient numbers of trained staff available to support pupils with mental health issues. ▪ There is access to designated staff for all children who wish to talk to someone about wellbeing/mental health. ▪ Wellbeing/mental health is discussed regularly in PSHE/ /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.	YES		M
7.2 Mental health concerns – staff					
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	M	▪ 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.	YES	• Several counsellors are employed by the MAT and are available to staff from all schools to support any mental health and well-being issues.	M
7.3 Bereavement support					

Pupils and staff are grieving because of loss of friends or family	H	▪ The school has access to trained staff who can deliver bereavement counselling and support. This includes the Council's critical incident team ▪ Support is requested from other organisations when necessary.	YES		M

8 Governance and policy

8.1 The role of Governors

Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	H	▪ The governing body continues to meet regularly via online platforms. ▪ The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. ▪ 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. ▪ Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. ▪ 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.	YES	• "A wide variety of communications are used to ensure governors remain up to date with COVID-19 developments in education and are well placed to understand the actions taken and required by individual schools. Headteacher's regularly share newsletters and examples of school activity to ensure governors have examples of good practice • MAT newsletters for staff and parents are shared with governors every half-term."	L
Governors are not fully informed or involved in making key decisions	H	▪ Online meetings or telephone converstions are held regularly with governors. ▪ Governing bodies are involved in key decisions on reopening. ▪ Governors are briefed regularly on the latest government guidance and its implications for the school.	YES	• HT and COG have scheduled weekly conversations	L

8.2 Policy review

Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	H	▪ All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. ▪ Behaviour policies recognise that adverse experiences of lockdown and or lack of routine and regular attendance at school may lead to levels of disengagement, anxiety and behavioural responses setting reasonable and proportionate expectations of behaviour and make appropriate provision to support ▪ Staff, pupils, parents and governors have been briefed accordingly. ▪ Governors have approved revisions	YES		L
Covid 19 outbreak in group, whole school or area lockdown will further disrupt learning	H	▪ A remote education plan is in place that covers continuing education provision at a group, whole school and local area lockdown level ▪ High quality online and offline resources and teaching videos have been sourced, quality assured and approved – these will be applied consistently across all groups ▪ Remote education is integrated into the school's curriculum planning ▪ Printed resources are available for those that cannot access the internet physically or cognitively ▪ The curriculum is planned to ensure that knowledge and skills are built incrementally and clear explanations of content are delivered by a teacher in school though high quality curriculum resources and/or videos with face to face virtual contact as appropriate – ideally daily	YES		M
9. Other operational issues					
9.1 Review of fire procedures					
Fire / emergency procedures are not appropriate to cover new arrangements	H	• Fire / emergency procedures have been reviewed and revised where required, due to: • Social distancing rules during evacuation and at muster points • Possible need for additional muster point(s) to enable social distancing where possible	YES		L

		• Staff and pupils have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately.			
Fire / emergency drills - unable to apply social distancing effectively	H	• Plans for fire /emergency drills are in place which are in line with social distancing measures.	YES		L
Fire marshals absent due to self-isolation	H	• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.	YES		L
9.3 Contractors working on the school site					
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	M	▪ 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. These will be organised outside of school hours wherever reasonably practicable ▪ An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. ▪ Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. ▪ Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. ▪ Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. ▪ 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).	YES		L

10. Additional site-specific issues and risks					
Schools to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					