PEARL HYDE PRIMARY SCHOOL

Covid-19: Operational Risk Assessment.

National Lockdown January 2021

Coventry School Partnership:
Covid19 Operational Risk Assessment – National Lockdown January 2021
(Version 3)

1. Introduction:

Coventry's Partnership of schools have agreed a collaborative and consistent approach to secure the ongoing safety of pupils, staff and the community throughout the Pandemic.

In reviewing this guidance in the context of the National Lockdown announced on 4th January 2021, 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 clear that their 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".* Health and safety: responsibilities and duties for schools Consequently, Health and Safety Legislation continues to take precedence.

This risk assessment guidance:
- Sets out the current context and statutory health and safety obligations
- Reflects the principles set out in Coventry schools Covid-19 Re-set and Recovery Plan in March 2020, which have not changed
- Sets the context for reviewing a risk assessment to "break the chain of transmission" of the disease within the school context, taking into account the Government's guidance issued on
- Provides an exemplar risk assessment that can be adopted and adapted to any educational setting
- 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. Whilst it is reported that the impact of the virus has not changed since March 2020, increased social contacts and the new variant have combined to significantly increase transmission rates. Improved access to testing, including lateral flow tests has identified asymptomatic cases (no symptoms) within the community, that if not isolated early present a further transmission risk, which needs to be controlled as far as is practicably possible.

The National Lockdown aims to mitigate the risk of spiralling transmission rates (reduce the R) by minimising social contact across the Country, not in individual organisations. The Government's rationale for schools remaining partially open (special schools and Alternative Provision are expected to remain fully open) is to provide face to face teaching to vulnerable children and the children of critical workers. For vulnerable children the decision is a balanced risk judgement based on safeguarding, mental health and academic progress. Research from the Lockdown in March 2020, identified that vulnerable children including those with SEND were disproportionately impacted by not being in school. Provision for the children of critical workers is intended to ensure that services can continue to operate, including education, health and social care. For details see: Actions for schools during the coronavirus outbreak and Children of critical workers and vulnerable children who can access schools or educational settings . It is noted that the children of critical workers guidance was revised on the 8th January 2021 to **"clarify that parents and carers who are critical workers should keep their children at home if they can"**.

This risk assessment therefore continues to focus on actions that are **reasonably practicable** to implement, that will reduce the risk of transmission of Covid19 within the school community

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 and proportional 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 and monitor compliance
- 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 and that they understand their personal responsibility for their safety and the safety of others.
- 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. It is a legal requirement that employers must consult with the health and safety **representative** selected by a recognised trade union or, if there isn't one, a representative chosen by staff
- 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' May 2020 set out agreed principles to secure the wider reopening of schools. The following five principles remain relevant during the current lockdown period.

- The safety of everyone in school is paramount

- A consistent and co-ordinated approach and communication will be maintained across the Coventry school system
- The absolute focus on encouraging all eligible vulnerable children to return to school will be maintained alongside provision for children of critical workers
- Adherence to social distancing will be maintained as far as practicably possible in all classroom and school environments
- School organisational planning will minimise the number of pupils that each staff member has contact with

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. It is now evident that infection can be asymptomatic (no symptoms) thereby presenting a higher risk of unintentional transmission. 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 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 to confirm or negate a diagnosis should be promoted.
- Clinically extremely vulnerable individuals will receive a letter from the NHS or a medical specialist and are **advised** to shield and not to work outside the home.
- Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in guidance). Clinically vulnerable staff can continue to attend school where it is not possible to work from home, but most maintain good prevention practice in the workplace and home settings.

Hygiene:-
- A stringent cleaning regime should be in place [COVID-19: cleaning in non-healthcare settings](#). At the highest level this could follow the advice set out in: [Covid-19-decontamination-in-non-healthcare-settings](#)
- 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, whilst maintaining a comfortable working temperature within school see: air conditioning and ventilation during the coronavirus outbreak

Social Distancing:-

- Secure social distancing whenever practicably possible, through footfall management and planned supervised movement throughout the school building
- Regulate entry so that the premises do not become overcrowded at any point and no 'pinch points' are experienced at ingress or egress
- Where it is possible to remain 2 metres apart, 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
- Ensure the environment (such as classroom layout) and timetables are conducive with social distancing – remove all clutter and non-essential resources
- Minimise social contact by forming small fixed groups of staff and children and avoiding movement between or blending of groups whenever possible
- Where face-to-face contact is essential, this should be kept to 15 minutes or less whenever possible, contact should be side by side.
- 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 is 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)

Lateral Flow Testing:-

- Take active steps to identify asymptomatic cases within the school community, though the promotions of regular (at least weekly) community or on-site lateral flow testing for all staff and pupils year 7 and above, adhering to the Mass asymptomatic testing: schools and colleges safe operating procedures if based 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 has been developed for City-wide use, which is pre-populated with generic safe methods of working. If adopted, this will need to be adapted to each specific setting. 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 – balancing the risk of allowing external visitors into school with the duty of best endeavours to provide
- 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
- Communicating with parents, staff, visitors and the general public
- Supporting the mental health and well-being of everyone in school

- Delivering remote learning at an equivalent level to school attendance

6. Key resources and references:

Actions for schools during the coronavirus outbreak Children of critical workers and vulnerable children who can access schools or educational settings Mass asymptomatic testing: schools and colleges air conditioning and ventilation during the coronavirus outbreak School attendance: guidance for schools Disapplication notice: school attendance legislation changes COVID-19: cleaning of non-healthcare settings keeping children safe in education letters-to-clinically-extremely-vulnerable-people Covid-19-advice-for-pregnant-employee	COVID-19: cleaning in non-healthcare settings Covid-19-decontamination-in-non-healthcare-settings staying at home and away from others (social distancing) Health and safety risk checklist for classrooms E-bug posters Coronavirus (COVID-19): implementing protective measures in education and childcare settings Coronavirus (COVID-19): implementing social distancing in education and childcare settings

Model COVID-19: Operational risk assessment for National Lockdown

Please note: This template first issued in March 2020, has been revised to reflect the risks during National Lockdown. The review of schools current risk assessment (September 2020, full return to school) should be undertaken in conjunction with the covering LA guidance which absorbs statutory requirements and any Government guidance available as at January 2021.

Control measures have been used to exemplify actions that could be taken to mitigate the risk, which you can use or modify as appropriate. 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 you require.

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:	07/01/21 LGB EMAIL	Date of next review:	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)
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 or significantly reduced use of building					
Health and safety risk assessments have not been reviewed. The health and safety audit is overdue.		- 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 pupils and staff enter and leave school - Planned movement around the school during lesson, break and lunch times	YES	• There are H&S walks scheduled fortnightly with H&S Governor, HT, SSO, SBM, Teacher Governor. Minutes / actions / dates to be completed are distributed to the staff	L

Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)
		▪ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used	YES	• A copy of the risk assessment is also on the staff communication board	L
Statutory compliance has not been completed due to the availability of contractors during lockdown		▪ 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**	• Weekly operations meetings, HSL water management, checks to ensure all statutory compliance is up to date. • New flooring fitted in corridors no carpets in situ now. More effective to keep clean	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		If the DSL is not on site because of operational challenges, the following cover arrangements are in place: ▪ a trained DSL (or deputy) from the school will be available via phone or online video, e.g. working from home ▪ access to a trained DSL from a partner school, will be available via phone or online video ▪ Where a trained DSL (or deputy) is not on site, a senior leader should take responsibility for coordinating safeguarding on site.	YES	• There is always a DSL onsite and available. • Curriculum support staff are in school every week to ensure there are always first aiders including paediatric in the building minimum of 4	

				Curriculum Support staff are on a rota to update their First aid certificates	

2. Determining the number of pupils that can be accommodated within the school infrastructure

2.1 Organisation of teaching spaces and communal areas

Classroom sizes will not allow adequate social distancing		▪ Classroom size capacity audit undertaken using social distancing measure of 2m – maximum number of people (children and adults) determined ▪ 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 ▪ Bubble size kept to a maximum of 15 ▪ EYFS and Y1 classed as a bubble ▪ All other year groups taught in year groups bubbles as opposed to the mixed year group system in normal opening time	YES	• Ensure all learning spaces have windows which can be opened to maximise air flow around the room • Bubbles of 15 max in each year group area. • EYFS / Y1 in EYFS teaching space. Large enough to teach as 2 groups. Number of EYFS /Y1 currently on site - 12 • Clear one-way signage located around school	L
Bubble sizes are not supporting the principle of minimising the number of social contacts in school, because they are too big and overlap		▪ Teaching groups ('bubbles') are as small as possible, and maximise the distance between pupils; between pupils and staff and between adults. A full-size mainstream classroom this is likely to safely accommodate circa 15 pupils ▪ Arrangements to safely support pupils requiring individual support and intervention are in place supported by a pupil specific risk assessment ▪ Arrangements to maintain consistent groups of staff and pupils as far as is practicably possible are in place ▪ Securing consistency of groups in EYFS and reception/Year 1 recognises that because of their age or cognition, children cannot practice social distancing. Small consistent groups provide an additional protective measure. ▪ The timetable in structured and non-structured times strictly limits the interaction and the sharing of rooms and social spaces between groups as much as possible. ▪ Teachers and staff can operate across different groups if necessary, to secure capacity and deliver a broad curriculum, but must observe social distancing to reduce the risk of transmission between bubbles if possible ▪ Gatherings e.g. assemblies must not involve more than one bubble	YES	• Clear timetables are in place to allow for Bubbles to access provision and communal area without crossing over Bubbles • There is minimal adult crossing over Bubbles due to capacity issues • Any rooms not in use are locked	L

Large spaces that need to be used as classrooms		- Set group size limit for large spaces (e.g. hall, sports hall, dining hall) that match teaching group size. - Large gatherings of pupils and/or staff are prohibited, compliance is supported by signage, training and monitoring - Design layout and arrangements in place to enable social distancing. - Ensure all learning spaces have windows which can be opened to maximise air flow around the room	YES		L
Staff rooms and offices do not allow for observation of social distancing guidelines		- 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 - Staff using a communal area do so in their designated groups only and the area is cleaned before being occupied by another group - 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 (6) are in the room - Each staffroom entrance door has signage to say a 'maximum of 6 staff only' are allowed in at any one time. 2nd staff room has an extractor fan fitted to provide additional air flow as no window in situ	YES		L
Securing good ventilation of occupied spaces results in areas being too cold to work in comfortably		To balance the need for increased ventilation whilst maintaining a comfortable temperature, the following measures should be used as appropriate (as advised by the Health and Safety Executive (HSE) see guidance on <u>air conditioning and ventilation during the coronavirus outbreak</u> and <u>CIBSE coronavirus (COVID-19) advice</u>): - opening high level windows in preference to low level to reduce draughts. Windows should be opened just enough to provide constant background ventilation and opened more fully during breaks (for examples, between classes, during break and lunch, when a room is unused) to purge the air in the space). - Opening internal doors can also assist with creating a throughput of air - Opening external doors may be considered (as long as they are not fire doors and only where safe to do so) - Flexibility on school uniform will be allowed to enable pupils to wear additional, suitable indoor clothing. For more information see <u>School uniform</u> - Where possible furniture will be arranged to avoid direct drafts - mechanical ventilation systems should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal	YES		L

		operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) ▪ **Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces**			
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		▪ The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. ▪ Any staff member who is identified as clinically extremely vulnerable are strongly advised by the NHS to stay at home and cannot be allowed in school for their own protection ▪ Staff members who are clinically vulnerable can work in school if it is not possible to work from home but must adhere to Covid-19 safety measures for their protection and the protection of others as set out in their VERA ▪ Staff are aware of the current symptom checker for Covid-19, including high temperature, persistent cough and loss of taste 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 know that they are required to 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 ▪ If classes in school cannot be delivered because is staffing capacity is depleted a blended model of home learning and attendance at school is will be utilised temporarily, until staffing levels improve. Any temporary change in provision for vulnerable or critical worker children will be risk assessed against safeguarding criteria in consultation with partners, with a clear plan of return. ▪ An appropriate hierarchy of deputisation is in place should a senior leader be unavailable. This might include external leadership capacity	YES	• All staff have redone VERA forms this will continue to be revisited • Area clearly marked out no other children are allowed access	L
2.3 Testing and managing symptoms					
Testing is not used effectively to help manage staffing levels and support staff wellbeing		▪ 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 are given the opportunity to have a pack of lateral flow tests which	L

		- If you experience Covid-19 symptoms then you should report this to the school immediately when reporting absent. If you become unwell during the day with these symptoms you should notify the school that you have Covid-19 symptoms and go home. These symptoms are: - a high temperature - a new, continuous cough - a loss or change to your sense of smell or taste - The link below takes you to the Government website which explains how to access a test in more detail. However, in summary, anyone is entitled to a test that is experiencing Covid-19 symptoms. - https://www.gov.uk/get-coronavirus-test - If you do not have symptoms you should not be accessing a test. - If you have these symptoms then you should book a test immediately. Regardless of the result you should self-isolate for 10 days.	Y	will allow them to test twice a week •Staff and parents are reminded of signs and symptoms	
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms		- 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 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.	Y		L
Lateral Flow Tests are not used routinely by the school community resulting in a continuing unknown number of asymptomatic pupils and staff in school		The positive benefits of wide take-up of regular LFT to the health and safety of everyone within both the school and wider community is understood and promoted All staff understand their entitlement to access regular lateral flow community or school-based testing; are informed of the advantages and positive impact it has on identifying asymptomatic cases and are encouraged and enabled to participate in regular LFT screening	Y	All staff are given the opportunity to have a pack of lateral flow tests which will allow them to test twice a week	L

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		▪ 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 ▪ 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 ▪ Parents are sent links to the government guidelines and information is updated on the website and in newsletters ▪ All staff and visitors to wear face coverings when moving around the school	YES		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		▪ 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. ▪ This guidance has been explained to staff and pupils as part of the induction process.	YES	•Updated flow charts are available in the office •Staff to be reminded again of school procedures	L
Staff, pupils and parents are not aware or are not compliant with self-isolation requirements		▪ Consistent and repetitive reinforcement of the need for pupils and staff to stay home of they are unwell, reminding them that early onset symptoms can be complex ▪ Consistent and repetitive reinforcement supported by high vigilance of the requirement to self-isolate at home for 10 clear days if identified as a close contact of a positive Covid-19 case. This includes household members ▪ Reinforce the new requirement to self-isolate for travel reasons should that occur	YES		L
2.4 Ensuring that only vulnerable students and the children of critical workers (where they cannot be at home) attend school					

The demand for school places is too high to balance safety, staffing ratios and remote learning requirements		▪ Only pupils that meet the vulnerable and critical worker criteria are permitted to attend school in law, therefore no pupil outside of this criteria will be allowed to attend school ▪ An objective discussion with parents to provide information on the remote learning offer will enable them to make an informed choice when confirming if they want their child to attend school ▪ A partnership discussion coupled with a vulnerable pupil specific risk assessment will be conducted if the school needs to reduce demand to secure safety ▪ Clear criteria on what constitutes an entitlement to a critical worker place, enforcing the requirement for parents to keep children at home if they can will be communicated.	YES	Parents/carers have been informed regarding the need to prioritise school places and the importance of keeping their children at home if at all possible	L

3 Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene					
3.1 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health		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		L
New staff are not aware of policies and procedures prior to starting at the school when it reopens		▪ 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.			
3.2 Communication strategy					
A failure to comply and/or sustain Covid compliance at all levels of school life, leads to school transmission outbreaks		▪ Strong distributed leadership across the school will model and challenge breaches in compliance through education, training and behavioural expectations ▪ Repetitive training and messaging will culturally embed safe practice and high expectations, reinforcing both the health consequences of transmission and the impact on learning ▪ Staff will feel confident in reporting issues/incidents that they believe to be unsafe and concerns will be listened to, investigated and where appropriate learning implemented ▪ Following a Covid-19 positive incident in school, staff will reflect on lessons learned as part of a drive for continuous improvement	YES		L

Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health		- Communications strategies for the following groups are in place: - Staff - Pupils - Parents - Governors/Trustees - Local authority - Professional associations including Trade Unions - Other partners including peripatetic staff and health professionals	YES	•Parents have been contacted Critical work and vulnerable children in school in bubbles of 15 max •Home learning is planned for all other children in line with planning for those on site	L
There is a lack of clarity and understanding in maintaining social distancing and good hygiene		- Clear signage is in place at all school entrances, reception, toilets, washing, teaching, social and communal areas promoting the 2-metre rule, good handwashing and 'catch it bin it' rules. - Clear floor markings identify 2 metre spaces and one-way systems in corridors and thoroughfares to ensure safe distancing when travelling in and around the building or the external environment, including arrival and leaving procedures. - All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day.	YES		L
Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptom of COVID-19		- Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. - Parents are enabled to understand that they should not send their child to school if they are ill, for whatever reason	YES	•Parents are kept fully up to date through the website and newsletters	L
4 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines		- Circulation plans have been reviewed and revised. - One-way systems are in place where possible. - Corridors are divided where feasible. - Appropriate signage is in place to clarify circulation routes. - Pinch points and bottle necks are identified and managed accordingly. - Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and utilising any external learning environment that is available - Pupils are regularly briefed regarding observing social distancing guidance. - Appropriate levels of supervision and guidance are in place - Toilets in the Y3/4 corridor, used by all of Y3/4 and 2, are supervised by an adult when children need to use them from Y2	YES	•Y3/4 toilets used by Y2/ Y3/4 children on site •EYFS toilets used by EYFS and Y1 children on site •2 children in approach remains in place •2 washbasins in use remains in place	L

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		- No visitors are allowed on the premises without a pre-arranged appointment - 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 - 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. Visitors are required to wear face coverings in all public areas unless they have a medical exception and arrangements can be put into place to mitigate any additional risk	YES	•Visitors to the school must wear a mask to be able to enter the building	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		- 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. - 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. - Pupils will wait in their 'social bubbles' in holding areas before being escorted into the school building, through pre-determined entrances, by an adult - 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	YES	•Children will be met at their newly designated gate and wait in their 'social bubbles' in holding areas before being escorted into the school building, through pre-determined entrances, by an adult at a pre-determined time to avoid bubbles mixing •The Learning mentor will be available M/T/Th/F mornings	

Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply		▪ 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. ▪ 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 Bubble at the gate when their Bubble exits	**YES**	• There will be a nominated member of staff from each bubble to open and close gates and escort the children in and out of school	**M**
4.3 Management of classrooms and teaching spaces					
<mark>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</mark>		▪ Net capacity assessment is completed, with each classroom and teaching space compliant with social distancing measures and in line with local and government guidance ▪ Where all children's desks are forward facing and the teacher maintains a 2-metre distance at the front of the class ▪ Children are reminded regularly about the need to stay in their places and to keep their equipment on their learning space ▪ All furniture not in use has been removed from classrooms and teaching spaces into safe storage ▪ Arrangements are reviewed regularly.	YES	• Children are spaced out in classrooms	L
4.4 Management of movement in corridors					
Social distancing guidance is breached when pupils circulate in corridors		▪ 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. ▪ 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. ▪ There are clear routines in place to support children in Y2 to access toilets. ▪ 2 children 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.	YES	• Toilets in the Y3/4 corridor, used by all of Y3/4 and Y1/Y2, supervised by an adult when children need to go from Y2 • Children in EYFS and Y1 use toilets in the EYFS base	L
4.5 Management of social distancing at break times					

Pupils may not observe social distancing at break times		- Break times are staggered. - External areas are designated for different groups. - Pupils 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 pupils, to support social distancing.	YES	• Curriculum support staff on duty will escort their own class bubble from the playground at the end of breaks and lunch	L
4.6 Management of social distancing at lunch times					
Pupils may not observe social distancing at lunch times		- Pupils are reminded about social distancing as lunch times begin. - Pupils wash their hands using the 20 second routine, before and after eating. - Dining area layouts have been configured to ensure social distancing and avoid mixing of bubbles. Seating and staffing arrangements are consistent - Tables and chairs have been cordoned off where this is not possible. - Floor markings are used to manage queues and enable social distancing. - Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces. - Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). - Eating areas are cleaned after lunch.	YES	• Curriculum support staff on duty will escort their own class bubble from the playground at the end of breaks and lunch	L
4.7 Management of social distancing and hygiene in the toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures		- Queuing zones for toilets and hand washing have been established and are monitored. - Floor markings are in place to enable social distancing. - Pupils know that they can only use the toilet one at a time. - Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. - 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 accommodate individual needs - The toilets are cleaned frequently. - Monitoring ensures a constant supply of soap and paper towels. - Bins are emptied regularly. - Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place	YES		L

4.8 Safety arrangements for the use of medical rooms					
The configuration of medical rooms may compromise social distancing measures		- Social distancing provisions are in place for medical rooms. - Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. - Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. - 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 - Children will be sent home at the first signs of illness regardless of symptoms - Track and trace set up as and when required	YES		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 undertaken to the standards required		- 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 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 - Cleaning systems and procedures have been communicated clearly with all staff and made clear that it is everyone's responsibility	YES	- Supplies checked at weekly Ops meetings - Day time cleaners ensure touchpoints and toilets are cleaned during the day.	L

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		▪ 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. ▪ A system is in place for staff or any other adult to sign that they have replenished any of the PPE equipment in their class	YES	▪ Children will be reminded at all points of transition to wash/sanitize hands	L
Pupils forget to wash their hands regularly and frequently		▪ Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. ▪ Posters and electronic messaging boards 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. ▪ Pupils 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	▪ Children will be reminded at all points of transition to wash/sanitize hands	L
5.3 Personal Protective Equipment (PPE)						
Provision of PPE for staff where required is not in line with government guidelines		▪ 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.	YES		L
Failure to fit, wear, store and dispose face coverings safely contributes to the transmission of infection		▪ Face coverings should be worn safely by adults when moving around the premises, specifically outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. ▪ This should cover entrance and egress of the premises see: safe working in education (face coverings should be put on before entering the building and not removed until leaving the building when outside of the classroom) ▪ Those with a physical or mental illness or impairment or disability or those who provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate, may be exempted (clear pane face coverings may be appropriate in some instances) see: face coverings	YES		L

		▪ An emergency supply of face coverings for contingency purposes is available if required. ▪ All staff are aware of the process for managing face coverings in school which includes the hygienic fitting, removing, storage and disposal (sealable plastic bags between use).			
6. Curriculum organisation: the provision of an education offer for all through school attendance or remote learning					
6.1 Provision for Vulnerable pupils					
Clear identification processes are not in place to identify vulnerable children		▪ An analysis of the school roll has been conducted to identify all pupils who meet the Government's vulnerable pupil criteria ▪ Where there is a safeguarding concern pupil attendance is strongly encouraged and any concerns shared with the relevant social worker ▪ When a pupil is identified as vulnerable because of challenges in accessing remote learning, all reasonable actions will be taken (eg provision of a laptop) before determining school attendance is required	YES		L
A clear understanding of the options available to teach children with SEND has not been communicated with parents, including those with an EHC Plan		▪ Arrangements are in place for all pupils with an EHC Plan to attend school full-time unless parents choose not to accept the offer ▪ The provisions specified in the EHC Plan are delivered in accordance with statutory entitlement, but where this presents an additional transmission risk, creative alternative arrangements are considered where practicable ▪ External specialists including health professionals and peripatetic services are enabled to deliver necessary services directly in school if necessary	YES		L
6.1 Provision for the children of critical (key) workers					
Pupils whose parents are critical (key) workers and it is evident that they cannot remain at home are not offered a school place and the parent is unable to work		▪ Arrangements are in place to identify critical workers who are not able to keep their children at home and deliver their role and a placement is made available	YES		L
6.1 Provision of remote learning					

Arrangements for remote learning are insecure or unsustainable and do not meet the statutory requirements of the temporary continuity direction		▪ DFE Laptops, Vodafone SIM cards, Speedy Bear Lap tops and school laptops have been issued to those families who have no IT equipment available To secure the statutory duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The following arrangements are in place and are subject to constant monitoring and review: ▪ the remote learning offer is equivalent to the core teaching pupils would receive in school (delete as appropriate):- 　▪ Key Stage 1: 3 hours a day on average across the cohort, with less for younger children 　▪ Key Stage 2: 4 hours a day ▪ Systems are in place for checking, daily, whether pupils are engaging with their work ▪ A named senior leader with overarching responsibility for the quality and delivery of remote education is in ▪ Information for pupils, parents and carers about the remote education provision is published on the school website (required action by **25 January 2021** – an optional template is available for this purpose)	YES		L
Pupils are unable to access the online offer		▪ DFE Laptops, Vodafone SIM cards, Speedy Bear Lap tops and school laptops have been issued to those families who have no IT equipment available ▪ Teachers communicate with parents and carers to support and advise them regarding the online provision ▪ Paper packs are provided if the online offer can not be successfully resolved ▪ Guidance is available on Google Classroom ▪ The Learning Mentor advises and supports families to set up a viable learning space in the home as required ▪ Contact by email and telephone are carried out regularly and safe and well checks put in place as necessary	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		▪ 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.	YES	▪ The Learning Mentor makes telephone contact or house calls (with another adult) as keep in touch times for	M

by the COVID-19 crisis in general		▪ 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. ▪ The Learning Mentor provides emotional and mental well-being support for identifies children for no longer than 15 minutes in a well-ventilated room		those children / families specifically targeted as having mental/emotional needs ▪ All teaching and curriculum support staff will call children if they have not been attending the Google Class meetings.	
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		▪ 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 • Several counsellors are employed by the MAT and are available to staff from all schools to support any mental health and well-being issues.	YES	▪ All staff are invited to catch up meetings on a Tuesday and Thursday at 3.30	M
Working from home can adversely affect mental health		▪ Staff working from home due to self-isolation have regular catch-ups with line managers. ▪ Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. ▪ Appropriate work plans have been agreed with support provided where necessary. ▪ Staff working from home may help provide remote learning for any pupils who need to stay at home.	YES	▪ All staff are invited to catch up meetings on a Tuesday and Thursday at 3.30	M
7.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family		▪ 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.		▪ 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		L
Governors are not fully informed or involved in making key decisions		▪ Online meetings 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. ▪ HT and COG have scheduled weekly conversations	YES		L
8.2 Policy review					
Existing policies on <mark>safeguarding,</mark> health and safety, <mark>fire evacuation,</mark> medical, behaviour, <mark>attendance</mark> and other policies are no longer fit for purpose in the current circumstances		▪ All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. ▪ Staff, pupils, parents and governors have been briefed accordingly. ▪ Governors have approved revisions ▪ A review of the child protection policy to reflect the move to remote education for most pupils has been undertaken. ▪ This is reflected as a coronavirus (COVID-19) addendum that summarises related changes ▪ All staff are aware of the revised policy.	YES	▪ Staff have been informed about new policies	L
9. Other operational issues					
9.1 Review of fire procedures					

Fire procedures are not appropriate to cover new arrangements		• Fire procedures have been reviewed and revised where required, due to:
		  • ***Reduced numbers of pupils/staff****
		  • Possible absence of fire marshals
		  • Social distancing rules during evacuation and at muster points
		  • Possible need for additional muster point(s) to enable social distancing where possible
		• Staff and pupils have been briefed on any new evacuation procedures.
			YES		L

		• Incident controller and fire marshals have been trained and briefed appropriately.			
Fire evacuation drills - unable to apply social distancing effectively		• Plans for fire evacuation drills are in place which are in line with social distancing measures.	YES		L
Fire marshals absent due to self-isolation		• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.	YES		L
9.2 Free school meals					
Pupils eligible for free school meal vouchers do not receive them on the days that they are not in school		▪ A member of the school's administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school.	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		▪ 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. ▪ 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). ▪ Contractors on site will be managed by Emma Towlson SBM and Ray Harris SSO	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					