[Company name]

Covid-19: Operational Risk Assessment.

Reviewed to reflect The Government's Movement to Step 4 of the Roadmap - September 2021

Coventry School Partnership:
Covid19 Operational Risk Assessment – Re-opening of Primary Schools (major revision 4)

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' in May 2020. On 2nd July 2020 guidance for the full reopening of schools to all pupils from September 2020 was published. This was revised on 22nd February 2021.* On the 19th July 2021 the Government removed the requirement for some mitigations within schools, these were further ratified on 17th August 2021 amended guidance: Actions-for-schools: Covid19 -operational-guidance 17th August 21

These changes are fully reflected in this guidance and risk assessment.

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.

The risk assessment must be considered alongside the Outbreak Management Plan to ensure schools are able to respond rapidly to any outbreak requiring implementation of more robust mitigations to break the chain of transmission, ensuring that the school community are safe and pupils have minimal disruption to face to face high quality teaching within school.

It is made clear by the Government that Departmental 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 in law.

This risk assessment guidance:

- Sets out the current context and statutory health and safety obligations as at 17th August 2021, to take effect on 6th September 2021
- Sets the national and local context for conducting a risk assessment to reduce transmission of a disease within school
- Provides an exemplar risk assessment (revised) 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 current 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, is the potential transmission of Covid19 between members of the school community and consequently the wider community balanced with the risk of disrupting the education of pupils and the inherent loss of learning and the potential impact their emotional mental health, life outcomes and wider impact on families.

The Government is clear that the context of the pandemic has changed as a direct consequence of Covid-19 vaccine take-up, thereby reducing the impact on the NHS and loss of life. This risk assessment

2

therefore reflects the fact that whilst the virus remains in general circulation the risk of harm, particularly to children and adults who have been vaccinated, is significantly lower now than in the Spring/early Summer of 2020.

Step 4 of the Government's Roadmap: moved away from stringent restrictions on everyone's day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk.

"To do this, the Government will:

1. **Reinforce the country's vaccine wall of defence** through booster jabs and driving take up.
2. **Enable the public to make informed decisions** through guidance, rather than laws"

"

Source: Covid-19-response-summer-2021-roadmap

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.
- Exercise vigilance and ongoing monitoring, underpinned by accurate recording to ensure that an outbreak is identified promptly and the outbreak plan is triggered.

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:
- The safety of everyone in school is paramount
- A consistent and co-ordinated approach and communication will be maintained across the Coventry school system

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. Vaccination, meticulous hand and respiratory hygiene practice, regular testing and self-isolation when required all serve to reduce risk significantly.

The balance of risk is now overwhelmingly in favour of children remaining in school and accessing a broad curriculum offer, including enrichment activities alongside their peers. For the vast majority of children, it is deemed that the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19). For young people and adults age 16 and over, the strongest mitigation is two doses of an authorised Covid-19 vaccination.

"As COVID-19 becomes a virus that we learn to live with, there is now an imperative to reduce the disruption to children and young people's education - particularly given that the direct clinical risks to children are extremely low, and every adult has been offered a first vaccine and the opportunity for 2 doses by mid-September" Source: Actions-for-schools: Covid19 -operational-guidance 17th August 21

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,~~ do not attend 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.~~ and those that have been in contact with a positive case self-isolate for 10 days if they are over 18 and not had both vaccinations more than 14 clear days prior to contact with the case.
- Clinically vulnerable employees who are at higher risk of severe illness (for example, people with some pre-existing conditions 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 outbreak disruption. Guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19

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
- Maximising natural ventilation and access to the external learning environment remain strong control methods

Social Distancing:-

- Whilst social distancing is no longer required within school, there may be circumstances where it is sensible to regulate movement at the school gate and school corridors to avoid crowded areas and queuing, where this is practically possible and will not disrupt learning. This might include managed arrivals and departures; the continuation of designated entry points to the school; encouraging parents and older pupils not to assemble at the school gates but instead consider maintaining current disciplines including wearing a face covering, in crowded situation
- It is advisable to regulate entry so that the premises do not become overcrowded at any point ensuring no readily avoidable 'pinch points' are experienced at ingress or egress

Lateral Flow Testing:-
Take active steps to identify asymptomatic cases within the school community, though the promotion of regular (twice weekly) lateral flow testing for all staff and pupils year 7 and above.

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 continuously reviewed to reflect the changes in risk and necessary controls from September 2020 when all pupils return to school on a full-time basis;, the Lockdown of January 2021; the full reopening of schools from 8th March 2021 and movement to Step 4 of the journey, which enables significant relaxation of necessary mitigations.

The primary controls at Step 4 within a school setting are:

- ➢ The promotion of testing and vaccination ((required)

> ➢ The continuation of stringent hand and respiratory hygiene (required)
> ➢ The continuation of stringent cleaning regimes (required)
> ➢ Good ventilation – improvement of fresh air flow (required)
> ➢ Avoiding unnecessary close contacts with external groups e.g. parent gatherings (considered best practice)
> ➢ Promoting distancing and face covering in areas of congestion/crowding for example parents at the school gate (considered best practice)

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:

- 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 in response to infection spread and self-isolation requirements
- Maintaining communications with parents, staff, visitors and the general public
- Supporting the mental health and well-being of everyone in school
- Ongoing implementation of the recovery curriculum
- Maintaining a contingency plan to secure flexible support for home schooling, if a need arises as a consequence of self-isolation, as instructed by Track and Trace or remote learning as a temporary measure directed by Public health in the event of an outbreak.

6. Overview of Statutory Requirements - What you must do in law:

Prevention:
1) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
2) Keep occupied spaces well ventilated.
3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
4) Ensure good respiratory hygiene for everyone by continuing to promote the 'catch it, bin it, kill it' approach.
5) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
6) Ensure face coverings and PPE are used in recommended circumstances.
In specific circumstances:
8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
9) Promote and engage in asymptomatic testing, where available.
Response to any infection
10) Promote and engage with the NHS Test and Trace process if contacted
11) Contain any outbreak by following local health protection team advice as set out in the school outbreak plan

7. Resources and references:

Covid-19-response-summer-2021-roadmap Health-and-safety-advice responsibilities-and-duties-for-schools Actions-for-schools: Covid19 -operational-guidance 17th August 21 Air conditioning and ventilation during the coronavirus outbreak COVID-19: cleaning of non-healthcare settings COVID-19: cleaning in non-healthcare settings Keeping-children-safe-in-education--2021 Safe-working-in-education-childcare-and-childrens-social-care Self-isolation-and-treatment/when-to-self-isolate-and-what-to-do Guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 Travel and quarantine for pupils	Coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries Covid-19-home-test-kits-for-schools-and-fe-providers Coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges Covid-19 vaccination-drop-in-clinics/ Covid-19-vaccination sites Advice-for-pregnant-employees Free-school-meals-guidance Health and safety risk checklist for classrooms E-bug posters HSE working-safely/talking-to-your- workers Get-help-with-remote-education.education.gov.uk Protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak

Model COVID-19: Operational risk assessment for school reopening

Assessment conducted by:	Sarah Bracken	Job title:	Headteacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	September 2021 Red 29.11.21	Review interval:	Under continuous review -, an infection outbreak will trigger additional mitigations	Date of next review:	1st October 2021 and continuous review thereafter*

* Government guidance confirms a review of necessary controls for schools will take place on 30th September 2021

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. Sustaining necessary controls to ensure the general safety of the building					
1.1 Establishing if the building remains following summer closure:					
Health and safety risk assessments have not been reviewed. The health and safety audit is overdue.	L	▪ 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~~ ▪ ~~Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used~~	Yes	HSE checklists to be completed on Friday 3rd September then every two weeks	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.			

1.2 First Aid/Designated Safeguarding Leads

The lack of availability of designated First Aiders and Designated Safeguarding Leads may put children's safety at risk	M	~~▪ 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~~. ▪ Collaborative arrangements for sharing specialist staff with other schools in the locality have been agreed though the LA ▪ Potential deployment of LA central staff available 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	Safeguarding update for all staff 3.9.21 Safeguarding for new staff the day they start. Refresher WB 29.11.21 & 6.12.21	L
~~2. Securing safe teaching spaces to accommodate all pupils returning to school~~ ~~3.~~ **2. Maximising Good ventilation in all occupied spaces**					
~~**2.1 Organisation of teaching spaces and communal areas**~~					
~~**Classroom sizes will not allow adequate social distancing**~~		~~▪ Class sizes revert to 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~~			
~~**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.~~			

~~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~~			
~~School kitchens may not be able to serve whole school return~~		~~▪ Government advice confirms that school kitchens can continue to operate, the kitchen will comply with~~ guidance for food businesses on coronavirus (COVID-19)			
Securing good ventilation of occupied spaces results in areas being too cold to work in comfortably	M	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 air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice): ▪ 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 School uniform ▪ 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 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 ▪ Carbon Monoxide detectors can be used as a monitor for measuring the quality of air in a room	Yes	Additional fleeces to be purchased	L

		Any poorly ventilated spaces will be identified, and effective steps taken to improve fresh air flow in these areas, this is particularly important for events bringing together groups of visitors for an event, e.g. school play. If this cannot be achieved the area will not be considered as fit for purpose and will not be used			
Physical activity in school		• 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 Sport England Include activities such as active miles and active travel to promote social distancing exercise		Sports equipment will continue to be cleaned where appropriate	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	M	• 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 is strongly advised by the NHS to stay at home and cannot be allowed in school for their own protection • Staff members who are clinically extremely vulnerable will resume normal work, but will be supported if they choose to take extra precautions to protect themselves by following the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus. • 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 are 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. And follow required testing procedures	Yes	Vera's continue to be updated Pregnant women after 28 weeks must complete a vera and risk assessment	L

		- Full use is made of those staff who are self-isolating or shielding but who are well enough to contribute to school activities or tasks e.g. 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 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			
2.3 Testing and managing symptoms					
Staff and pupils do not conform to Government guidance on testing for schools, which stimulates the risk of infection transmission leading to an outbreak		**Asymptomatic testing** **Secondary settings:** - Arrangements are in place to enable all pupils to receive 2 on-site lateral flow device tests, 3 to 5 days apart, on their return in the autumn term. - Where possible testing may commence from 3 working days before the start of term, where not possible pupils may be admitted on a staggered return between 6th and 10th September 21. - Pupils will be encouraged and supported to continue to test twice weekly at home until the end of September, at which point the position will be reviewed. - Staff will be encouraged to undertake twice weekly home tests whenever they are on site until the end of September, at which point the position will be reviewed. - A small asymptomatic testing site (ATS) will be retained to enable testing to pupils who are unable to test themselves at home. - LFTs will be issued to staff and pupils to enable twice weekly testing when required - All pupils travelling to England must adhere to travel legislation - Those aged 11 to 17 need proof of a negative COVID-19 test to travel to England (children aged 10 and under are exempt from this) and those aged 5 to 17 must take a COVID-19 travel test on or before day 2. **Primary settings:** - LFTs will be issued to staff to enable twice weekly testing when required.	Yes		L

		- Pupils will be encouraged to test on a regular basis, to mitigate the risk of a doubly vaccinated close contact, not required to isolate from transmitting the virus within school - The rationale for testing will be shared and reinforced with parents and the wider school community. - A log of all pupils in the school who have tested positive for COVID-19 including dates for onset of symptoms (if relevant) and test dates will be maintained, subject to the school being informed. This will be used to review transmission rates, support the identification of an outbreak and to provide any necessary information to the NHS Test and Trace service if it is required - Known close contacts will be recommended to book a PCR test. - Parents will be informed of a positive PCR test in school as appropriate and be asked to consider that the pupil takes a PCR test. – cross referencing the criteria with the school outbreak plan - additional PCR test recommended 4-7 days after that notification, alongside continuing with regular LFT tests. Further actions may also be recommended by the LA - All pupils travelling to England must adhere to travel legislation - Those aged 11 to 17 need proof of a negative COVID-19 test to travel to England (children aged 10 and under are exempt from this) and those aged 5 to 17 must take a COVID-19 travel test on or before day 2.			
Test and trace are unable to identify close contacts of a positive case in school	M	- Information on a child or staff member's close contact details will be provided on request, subject to the school validating the authenticity of the contact and ensuring that there is no inadvertent risk of a data breach, or safeguarding risk by providing sensitive and personal information to a third party - Settings must not provide any personal information if asked to by parents and/or contacts that would be a breach of GDPR or data protection legislation. In exceptional circumstances, education and childcare settings may be contacted by NHS Track and Trace in - response to a local outbreak, In this scenario settings may share proportionate and relevant information as requested by NHS Track and Trace without consent. Settings may also be contacted by PHE/Local Authority teams to confirm information about a positive case.	Yes		L
~~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~~			

Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	M	- 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. ~~Any household members within school will be sent home to self-isolate for 14 days or until the test result is known and is negative~~ - Children and staff who are unwell will be advised that they should not attend school/setting. Any child or staff member with one or more of the COVID-19 symptoms (new continuous cough, high temperature, loss/change in taste/smell), irrespective of how mild, will be asked to isolate with their household and book a PCR test: https://www.gov.uk/get-coronavirus-test - If a parent of a pupil with Covid symptoms insists their child attends school, the school will exercise its reasonable judgement to refuse the pupil entrance on the grounds that it is necessary to protect other pupils and staff from possible infection - Consideration will be given to the range of less common symptoms of COVID-19: which are: headache, sore throat, fatigue, muscle aches, blocked/runny nose, diarrhoea and vomiting, in determining if there is an outbreak of infection at the point outbreak plan triggers are met. - 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~~. Cases are recorded in school to assist outbreak management. Cases are reported to the LA through the Covid-inbox to support local area intelligence on virus spread and potential outbreaks.	Yes		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 ▪ The school have secure processes in place to receive delivery of LFT tests and secure safe storage and distribution for staff usage ▪ The school has read and understood the national SOP in securing internal LFT systems and procedures that are understood by all participating staff ▪ Staff understand that they must report a positive LFT result to their manager, immediately self-isolate, book a PCR (primary schools) and report the result			
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	M	▪ Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. ▪ This guidance has been explained to staff and pupils 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	Letter to parent to be sent on Tuesday 30th August Staff SLT training 30th August Staff training 3rd September In primary schools, we recommend that face coverings should be worn by staff and adults (including visitors) when moving around in corridors and communal areas. Health advice continues to be that children in primary schools should not be asked to wear face coverings.	LMM

				Letters sent out to individual classes if a child/staff test positive	
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	M	▪ 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	As Above	L
Staff, pupils and parents are not aware or are not compliant with self-isolation requirements	M	▪ 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 <mark>if test positive. if identified as a close contact of a positive Covid-19 case. This includes household members</mark> ▪ Reinforce the new requirement to self-isolate for travel reasons should that occur	Yes	Weekly on the newsletter if required depending on cases	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	Dates as above	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	M	- 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	M	- 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		To be completed 3.9.2021	L
There is a lack of clarity and understanding in maintaining ~~social distancing and~~ good hygiene	M	- 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 to identify social distancing where appropriate ~~2 metre spaces (may be reduced to 1 metre+)~~ 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 are not fully informed of the health and safety requirements ~~for the reopening~~ of the school	M	- As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. ~~A~~ The COVID-19 section on the school website is ~~created~~ reviewed and updated. - Parent and pupil handbooks/information leaflets are ~~created~~. reviewed and updated. - The vaccination programme is positively and sensitively promoted across the school community, highlighting that vaccination is the key barrier to the spread of infection which will reduce the risk of future school closures	Yes		L

Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19	M	▪ 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 ▪ Parents are enabled to understand that the school will send any child who is symptomatic or generally unwell with the associated symptoms home and that they will not be permitted to attend school until a negative PCR test has been taken or 10 days from symptom onset has elapsed	Yes		L

4 Planning movement around the school					
4. Management of congested areas					

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			

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	M	▪ No visitors are allowed on the premises without a pre-arranged appointment. If a visit can be arranged out of school hours, it should ▪ A record of all visitors and their contact numbers are obtained and retained for the purposes of Test and Trace procedures ▪ 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. ▪ General visitors, not providing a specialist teaching, intervention or health service to pupils are recommended 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	In primary schools, we recommend that face coverings should be worn by staff and adults (including visitors) when moving around in corridors and communal areas. Health advice continues to be that children in primary schools should not be asked to wear face coverings.	L

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	M	▪ 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 ▪ Only Reception and Nursery parents can come onto the school site. ▪ ~~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.~~	Yes	Parents are advised to wear masks on the gate.	L
Pupils and parents congregate at exits and entrances, ~~making social distancing measures difficult to apply~~ creating a potential chain of transmission	M	▪ 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		L
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 <mark>they will be expected and recommended</mark> 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. ▪ 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. ▪ <mark>The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and</mark>	Yes		L

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<mark>crowded spaces where you may come into contact with people you don't normally meet. This includes public transport and dedicated transport to school or college. The normal exemptions apply</mark>

<mark>~~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.~~</mark>
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

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<td colspan="6">~~**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~~</td>
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<td>~~**Formulating group sizes to minimise contacts and mixing whilst delivering a broad and balanced curriculum**~~</td>
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~~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 size is one year group. The ideal group size is one class group~~
~~Maintain as far as possible the consistency of group members.~~
~~Avoid contact between groups as far as possible~~
~~Staff to maintain distance from pupils and other staff as much as possible~~
~~Children should only be placed in larger groups if they are able to observe social distancing otherwise, they must be placed in a class group.~~
~~limit interaction, sharing of rooms and social spaces between groups 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.~~
~~where possible children may spend the majority of their time in their class groups, but will be allowed to mix into wider groups for specialist teaching, wraparound care and transport,~~
~~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~~

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~~The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures~~		• ~~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 possible all pupil 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.~~			
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.~~			
4.5 Management of social distancing at break times					
~~Pupils may not observe social distancing at break times~~		• ~~Break times are staggered if possible~~ • ~~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.~~			
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~~ • ~~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.~~ • ~~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 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~~			
4.3 Management of social distancing and hygiene in the toilets					
~~Queues for toilets and handwashing risk non-compliance with social distancing measures~~ **Poorly ventilated toilet areas become overcrowded and create an area of high transmission risk**		▪ Queuing zones 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. ▪ Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. ▪ 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			
4.4 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 medical rooms behind a closed door if possible ▪ 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. 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	The medical room will be moved to make it more accessible	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	M	- 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/handwash, 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~~	Yes		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	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		L
Pupils forget to wash their hands regularly and frequently	H	- 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		L
Equipment and resources	M	- 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 - Pupils will be limited to what they can bring into school to: bags, lunch boxes, hats, coats, books, stationary and mobile 'phones when permitted	Yes		L
5.3 Personal Protective Equipment (PPE)					

Provision of PPE for staff where required is not in line with government guidelines	M	<s>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</s> - Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured for general task use as identified in a task focused risk assessment or in the event of an outbreak requiring temporary enhanced controls - 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 - Clinically vulnerable staff and /or pupils may personally elect to use PPE as an additional control for their own safety and emotional well-being. This will be supported if it is agreed through the VERA process.	Yes		L
Failure to fit, wear, store and dispose face coverings safely contributes to the transmission of infection	M	<s>Face coverings should be worn safely by adults and pupils (year 7 and above) when moving around the premises, specifically outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</s> <s>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)</s> The use of clear pane face coverings may be appropriate in some instances (see: <u>face coverings</u>) This may be specifically appropriate for pupils 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. <s>may be exempted</s> - An emergency supply of face coverings for contingency purposes is available if required. <s>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).</s>	Yes		L

		~~Unless exempt, pupils in year 7 and above should wear face coverings when moving **within** the school building including corridors and communal areas~~ ~~Face coverings should be worn in classrooms if social distancing cannot be maintained or it would negatively impact on the pupils ability to take part in exercise or strenuous activity, for example in PE lessons.~~ ~~Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can be worn.~~ **Face visors or shields should not be worn as an alternative to face coverings**. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.			
6. Curriculum organisation					
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		L
Children may have fallen behind in their learning during the school closure and achievement gaps will have widened	M	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		L
~~**Pupils moving on to the next phase in their education do not feel prepared for the transition**~~		~~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.~~			
~~**Resuming**~~ **Ensuring full support for pupils with SEND**	M	~~All children with SEND will return full-time to school in September 2020 and receive their full entitlement to support~~	Yes		L

(SEND Support and EHC Plans		▪ 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's vulnerable children risk assessment template ▪ External specialists will resume direct contact in schools for assessment, training, advice and support purposes observing the school's visitors policy and mirroring expectations on staffing behaviours in terms of hygiene and ~~social distancing~~ interaction			
~~Risk of infection from singing, chanting, playing wind or brass instruments and shouting~~		▪ ~~Music lessons will only be held outside, participants will be physically distanced and taught in groups of no more than 15, positioning children back-to-back or side -by-side (not face to face)~~ ▪ ~~Instruments will not be shared~~ ▪ ~~School choirs will be suspended~~			
6.1 Extra-curricular activity including school visits					
Pupils and or staff are exposed to infection whilst on a school visit	M	A full and thorough risk assessments in relation to all educational visits will be undertaken to ensure that any public health advice, such as hygiene and ventilation requirements, is taken into account and mitigated where possible. Guidance https://www.gov.uk/government/publications/health-and- safety-on-educational-visits and the Outdoor Education Advisory Panel (OEAP) https://oeapng.info/ will be taken into account	Yes		L
Safe practice is not replicated in wraparound provision and extra-curricular activity	M	The school's risk assessment will be applied to all wraparound and extra-curricular activity taking into account additional and specific for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children (https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after- school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak).	Yes		L
6.2 Provision of remote learning for self-isolation					

Arrangements for remote learning are insecure or unsustainable to ensure provision for pupils self-isolating	M	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 identified	Yes		L
Pupils are unable to access the online offer	M	▪ Set out arrangements to overcome digital poverty ▪ Set out arrangements to support parents ▪ Set out arrangements to consider support that can be offered to parents to enable them to construct a learning environment within their home ▪ Set out the arrangements for disengagement	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	M	▪ There are sufficient numbers of trained staff available to support pupils with mental health issues. ▪ There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. ▪ Wellbeing/mental health is discussed regularly in PSHE/ /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	NHS Mental Health working in school every Monday for the Autumn Term	L
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	As above	L
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.			
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.	M	▪ 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	M	▪ 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.	Yes		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	M	- 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 - A review of the child protection policy to reflect the move to remote education where necessary ~~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	All policies to remain except Child protection to be shared with staff 3.9.21	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		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:~~ ~~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.~~ ~~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.			
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.			
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. 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).			

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					
Children who routinely attend more than one setting (e.g. dual registered, KEYS intervention programme or alternative provision)	H	▪ The school, working with the setting will ensure that all risk are addressed collaboratively to jointly deliver a broad and balanced full-time curriculum			