

# Woodcroft Primary School

## COVID-19: Operational Risk Assessment for School Reopening

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Craig Tallon	19/5/20 - initial consultation with staff 22/5/20 - published consultation		Staff, pupils, parents, visitors, volunteers, contractors

### Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school and ensure the school continues to operate in a safe way.

This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

### Other Related Documents:

Relevant Existing Policies	Local Authority/Trust documents	Recent Government Guidance:
School Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Infection Control Policy Behaviour Policy Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2012 The Health Protection (Notification Regulations 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'	Covid19 Education and Skills Service Strategy (April 2020)  Education and Skills Service Recovery Planning support for schools (May 2020)	<a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools</a>  <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a>



### Suggested Steps of Re-opening Preparation:

Risk matrix <https://www.barnet.gov.uk/working-children-barnet/information-schools/health-and-safety-schools/local-codes-practice>

Impact risk rating:	Probability risk rating:	Overall risk rating:
5. Catastrophic - Multiple fatalities about 5	5. Almost certain to happen	<b>16 or more - red</b>
4. Major – e.g. likely to result in school closure to 5 bubble closing due to confirmed case	4. Likely	<b>12 to 15 - amber</b>
3. Moderate – e.g. result in one or more bubbles close due to confirmed case	3. Possible	<b>9 to 11 – amber</b>
2. Minor - result in one or more bubbles close due 14 day self-isolation	2. Unlikely	<b>Below 9 – green</b>
1. Negligible - people (pupils/staff/visitor/parent/guardian) not following safe systems	1. Negligible	<b>Below 9 – green</b>

Specific Concern/ Risk	Imp act score (a)	Pro bab ility score (b)	Risk Rati ng (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)	Further actions identified during review
<b>A. Staffing Resources</b>								
1. Risk that there are Insufficient staff to support all the pupils to	3	4	12	• Audit staff availability from the start of the week when extra pupils will be attending.	Y	Completed 19/5		
			12	• Establish how many and	Y	Completed 19/5		

be in school in all the year groups proposed by the DfE				which staff will be available, through RAG rating (vulnerable staff/those fit for work)			
				<ul style="list-style-type: none"> <li>Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time</li> </ul>	Y	<b>Current planned capacity / week</b> <b>2 x Classes 12 (R &amp; 1)</b> <b>2 x Classes 15 (Y6)</b> <b>2 x p/t class 10 Nursery AM &amp; PM</b>	
				<ul style="list-style-type: none"> <li>Flexible and responsive use of teaching assistants (note DfE guidance on one teacher per group or one TA supervised by a teacher)</li> </ul>	N	<b>Staffing availability plan established (1 x TA + 1 x Teacher / Year group)</b> <b>Proposed expansion of classes modelled demonstrated insufficient staffing to meet government expectations</b>	
				<ul style="list-style-type: none"> <li>For pupils who need a high level of adult support, including those with special educational needs, ensure that there are at least two TAs available to support the pupil. Some pupils, for example those with Autism will need to be supported by the same adults, where possible.</li> </ul>	N	<b>TA provision to be reviewed</b> <b>Concerns re: extra provision for pupils with additional needs.</b> <b>TA support provision not sustainable with additional classes or due to sickness</b> <b>This would limit opening other classes and capacity of key worker provision.</b> <b>Issues re: insufficient staff to deal with incidents as they arise during school day</b>	
				<ul style="list-style-type: none"> <li>Full use is made of testing to inform staff deployment</li> </ul>	Y	<b>Following LA provision for adults and/or children who develop symptoms should go home and get tested.</b>	
				<ul style="list-style-type: none"> <li>Ensure there is the capacity within the staff to deliver on site learning (for those attending school) and home learning (for those who are</li> </ul>	Y	<b>Blended offer - consistent home and school learning assignments.</b>  <b>Curriculum Policy Guide Addendum published on website</b>	

				still at home)				
2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning	3	4	12	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> </ul>	Y	<b>Provisional staff availability survey completed and analysed 19/5/20</b>  <b>No vulnerable staff included on staffing plan</b>		
				<ul style="list-style-type: none"> <li>Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.</li> </ul>	Y	<b>On-going ... current online school arrangements to be maintained</b>		
				<ul style="list-style-type: none"> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> </ul>	Y	<b>On-going.</b> <b>Staffing plan developed for p/t return provision of every year group (N to Y6).</b> <b>Concerns re: number of available staff to safely expand open class offer beyond 4 year group bi-weekly rota</b>		
				<ul style="list-style-type: none"> <li>Full use is made of testing to inform staff deployment.</li> </ul>	Y	<b>The recommendation proposed is that adults and/or children who develop symptoms should go home, get tested and remain home for 7 days or until confirmed otherwise.</b>		
				<ul style="list-style-type: none"> <li>A blended model of home learning and attendance at school is utilised until staffing levels improve.</li> </ul>	Y	<b>On-going. Addendum to policy published 22/5</b> <b>Vulnerable groups identified to have continued on-line learning</b>		
				<ul style="list-style-type: none"> <li>For pupils with SEN, consider the use of an individual Reintegration Plan.</li> </ul>	N	<b>This will need to be done on an individual child basis.</b> <b>SENCO to draft planning principles following LA guidelines.</b>		
3. Risk of infection of	4	2	8	<ul style="list-style-type: none"> <li>Staff member only attends work if stringent social</li> </ul>	Y	<b>The school's aim is to ask members of staff who fall into this</b>		

<b>extremely clinically vulnerable</b> members of the household of a member of staff.				distancing can be adhered to; otherwise they should be encouraged to work at home		<b>category (and into the clinically vulnerable category to work from home</b> <b>Government guidance stipulates that “Clinically Extremely Vulnerable” should work from home and “Clinically Vulnerable to work from home and if no work to reallocate task or come to school but be placed in a safe area.</b>		
4. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	2	6	<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>	Y	<b>2 x DSLs available in school from 01/06</b> <b>21 First Aiders</b> <b>SENCO to work remotely to avoid risk and maintain statutory duties</b>		
				<ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>	Y	N/A		
				<ul style="list-style-type: none"> <li>First Aid certificates extended for 3 months</li> </ul>	Y	<b>Needs review</b> <b>See Comments re Critical Persons</b>		
				<ul style="list-style-type: none"> <li>Follow Covid19-First responders’ guidance when administering emergency first aid as social distancing may not be possible to maintain while attending to individuals.</li> </ul>	Y	<b>Senior Welfare to ensure all aware of guidance.</b>  <b>Staff be aware of resuscitation changes “no mouth to mouth” place cover over injured part. See email of 19/05/20 sent 13:57S</b>		
				<ul style="list-style-type: none"> <li>Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	Y	<b>N/A</b> <b>4 x additional members of Safeguarding Team can step up if required</b> <b>Remote DSL available.</b>		
5. Risks to health and safety because staff are not trained in new procedures.	3	2	6	<ul style="list-style-type: none"> <li>A revised staff handbook is issued to all staff prior to reopening.</li> </ul>	N	<b>DHT Drafting revised Staff Info Pack - to be made available on line from 1/6</b>		
				<ul style="list-style-type: none"> <li>Induction and CPD</li> </ul>	N	<b>Action identified @ H&amp;S meeting.</b>		

				<p>programmes are in operation for all staff prior to reopening, and include:</p> <ul style="list-style-type: none"> <li>○ Infection control</li> <li>○ Fire safety and evacuation procedures</li> <li>○ Constructive behaviour management</li> <li>○ Safeguarding</li> <li>○ Risk management</li> </ul>		<p><b>Consultancy support available:</b>  <b>csslimited@btinternet.com</b></p> <p><b>Programme of CPD being developed to meet needs of school staff.</b></p>		
6. Risk that staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them.	4	1	4	<ul style="list-style-type: none"> <li>● Members of staff that are clinically extremely vulnerable must continue to self-isolate and remain at home. Staff who are clinically vulnerable should continue to work from home. Where a clinically vulnerable member of staff cannot work from home and are essential to the running of the service, a risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to social distance and they must not be employed in any role where high-risk activities may be carried out, for example personal care. In those circumstance the workplace would not be suitable for their return</li> </ul>	Y	<p><b>Staff availability survey.</b>  <b>Categories for staff used for role allocation.</b>  <b>Virtual Meetings scheduled prior to distribution.</b>  <b>Headteacher conversation with vulnerable staff.</b></p>		
				<ul style="list-style-type: none"> <li>● All members of staff with underlying health issues and those within vulnerable groups</li> </ul>	Y	<p><b>Staff availability form distributed 19/5</b></p>		

			or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated				
			<ul style="list-style-type: none"> <li>All members of staff with underlying health issues and those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated.</li> </ul>	Y	<b>The Headteacher has asked all staff who fall into this category to provide proof of underlying health conditions which may be applicable.</b>		
			<ul style="list-style-type: none"> <li>Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> </ul>	Y	<b>As above for staff who fall into vulnerable category</b>		
			<ul style="list-style-type: none"> <li>Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> </ul>	Y	<b>All guidance distributed.</b>  <b>Summary distributed also with questionnaire along with full links</b>  <b>Virtual staff meetings 17/5 to explain the process.</b>		
			<ul style="list-style-type: none"> <li>All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance.</li> </ul>	Y	<b>Staffing plan in place to ensures safe working</b>		
			<ul style="list-style-type: none"> <li>Current government guidance is being applied.</li> </ul>	Y	<b>Review by SLT</b> <b>Regular Barnet LNI updates</b> <b>Summaries shared with all staff 11/5. Updated at meetings 17/5</b>		
<b>B. Teaching Spaces, the Learning and School Environment</b>							
7. Risk that there	3	5	15	<ul style="list-style-type: none"> <li>Audit accommodation in order</li> </ul>	Y		

is insufficient accommodation to support pupils attending with a maximum class size of 15			to establish how many class groups of up to 15 pupils can be accommodated at any one time (size of group is dependent on space available)		<b>H&amp;S Site Meeting 20/5</b> <b>Standard class size 12 = 2m grids + adult zone at front of class (Y6 = 15 capacity)</b>  <b>Issues identified: Foundation Stage. Follow up meeting scheduled 22/5 to identify further controls</b>		
			<ul style="list-style-type: none"> <li>Take account of the needs of individual pupils, including those with SEN.</li> </ul>	<b>N</b>	<b>Issues re: capacity of EYFS and Y1 3rd room space for individual areas for SEND</b> <b>Separate Saplings room available for Breakout</b> <b>Staffing availability concerns</b>		
			<ul style="list-style-type: none"> <li>Classes and outdoor areas remodelled to allow for individual workstations as appropriate and social distancing</li> </ul>	<b>Y</b>	<b>Site audit 20/5</b> <b>Plans developed for. Temp barriers + line marking ordered + signage</b>  <b>Orders placed 20/5 to resource site requirements</b>		
			<ul style="list-style-type: none"> <li>Spare chairs and other furniture removed so cannot be used</li> </ul>	<b>Y</b>	<b>Friday 22nd May 2020 - Decluttering Day for EYFS &amp; Y6</b>		
			<ul style="list-style-type: none"> <li>Protocols around 'social distancing' shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood social distancing.</li> </ul>	<b>Y</b>	<b>Behaviour Policy Addendum drafted 20/5 (consultation with staff 21/5, published 22/5)</b> <b>To be agreed with all returning families.</b>  <b>Proposed action to produce a social story video to explain</b>		
			<ul style="list-style-type: none"> <li>Clear signage displayed in classrooms promoting social distancing</li> </ul>	<b>Y</b>	<b>Premises H&amp;S team organising 26/5</b>		



				<ul style="list-style-type: none"> <li>Children stay with their own teacher/teaching assistant and do not mix with other children ('bubble' model). This is particularly the case for pupils with SEN unable to adhere to 'social distancing'.</li> </ul>	Y	<b>Bubble groups planned</b> <b>Site cordons in place.</b> <b>Toilet timetables to be drafted</b> <b>Staggered breaks/lunches</b> <b>Allocated areas</b>		
8. Risk of transmission in large spaces used as classrooms/teaching spaces	3	2	6	<ul style="list-style-type: none"> <li>Limits are set for large spaces e.g. dining hall, school hall, sports hall</li> </ul>	Y	<b>The main hall /dining area is not planned for use.</b> <b>Dedicated spaces available for classroom evacuation due to contamination e.g. if child unwell</b>		
				<ul style="list-style-type: none"> <li>Large gatherings are not permitted</li> </ul>	Y	<b>Use of Google Meet established and trialled.</b> <b>Linked to school accounts</b>		
				<ul style="list-style-type: none"> <li>Design and layout and arrangements in place to allow for social distancing</li> </ul>	Y	<b>Site audit 20/5 - planning and ordering of additional semi temp floor marking paint and barriers + tapes + signage</b>		
9. Risks of transmission during use of the outdoor learning environment for young children	3	2	6	<ul style="list-style-type: none"> <li>Leadership are realistic about social distancing and young children in outside spaces</li> </ul>	Y	<b>Discussed - Virtual Staff meetings</b> <b>Expectations discussed with staff and parents.</b> <b>Behaviour Policy Addendum linked to Government Guidelines published</b>		
				<ul style="list-style-type: none"> <li>Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>	Y	<b>Covid19 Cleaning Procedures discussed with cleaning supervisor</b> <b>Lidded Bins ordered</b> <b>Class cleaning boxes allocated</b> <b>Sanitiser (group and personal) in school</b> <b>Temp class washing stations in place (permanent being constructed - ongoing)</b> <b>Visitors to school asked to wash hands on entry/temp</b> <b>Measured/spacing to avoid contact</b>		

					<b>with walls/doors/others</b>		
			<ul style="list-style-type: none"> <li>Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>	<b>Y</b>	<b>Task allocated to close all fountains down w/b 25/5.</b> <b>Children bring their own water bottles. Scheduled refilling bottles to avoid queues and cross-contamination</b>		
			<ul style="list-style-type: none"> <li>Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances</li> </ul>	<b>N</b>	<b>Cleaning equipment regularly for the Provision - only equipment to be used. (regularly cleaned by the staff)</b> <b>TASK: ENSURE THAT PLAY EQUIPMENT STILL RECEIVES ITS ANNUAL INSPECTION</b>		
			<ul style="list-style-type: none"> <li>Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam</li> </ul>	<b>Y</b>	<b>Class group play sets of equipment to be created</b>		
			<ul style="list-style-type: none"> <li>Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available</li> </ul>	<b>Y</b>	<b>Group play sets of equipment have been ordered.</b> <b>Wash hands before and after using the equipment.</b>		
			<ul style="list-style-type: none"> <li>Outside spaces are divided and demarcated for smaller groups of children to use to facilitate children staying in their smaller groups</li> </ul>	<b>Y</b>	<b>H&amp;S Site audit 20/5</b> <b>Site plan established</b> <b>Barriers / tape / markings ordered</b>		
			<ul style="list-style-type: none"> <li>Where outside space must be shared arrangements for cleaning between groups are in place</li> </ul>		<b>Play equipment will not be shared outside of the bubble group.</b>		
			<ul style="list-style-type: none"> <li>Resources are limited to facilitate effective cleaning daily</li> </ul>	<b>Y</b>	<b>Enhanced hygiene/hand cleaning routines before and after use of resources.</b>		

				<ul style="list-style-type: none"> <li>Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc. for individual children to use, with their names or arrange for bikes to be wiped down by an adult, between use by the children</li> </ul>	N	<b>EYFS Planning meeting 22/5</b>  <b>Children reminded of hand cleaning and avoid facial contact</b>  <b>Protocols for use of equipment to be drafted</b>		
				<ul style="list-style-type: none"> <li>Consider the removal or covering of areas which are difficult to clean such as malleable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them</li> </ul>	N	<b>EYFS Planning meeting 22/5</b>		
10. Risks of transmission due to movement around the school.	4	3	12	<ul style="list-style-type: none"> <li>Arrange for corridors to be one-way where possible</li> </ul>	Y	<b>One way (where possible) system in operation</b>		
				<ul style="list-style-type: none"> <li>Clear signage and markers for the youngest children</li> </ul>	Y	<b>One way markings/barriers ordered</b>		
				<ul style="list-style-type: none"> <li>Corridors are divided where feasible</li> </ul>	Y	<b>see above</b>		
				<ul style="list-style-type: none"> <li>Pinch points and bottlenecks are identified and managed</li> </ul>	Y	<b>One way system designed</b>  <b>Follow the line flow markings in place to move people around site</b>		
				<ul style="list-style-type: none"> <li>Movement of pupils and staff around the school is minimised</li> </ul>	Y	<b>No use of the hall for eating or assemblies. Children only going to the toilet will be in the corridors.</b>		
				<ul style="list-style-type: none"> <li>Pupils are reminded regularly of social distancing protocols</li> </ul>	Y	<b>Posters on the walls and daily reminders</b>		
				<ul style="list-style-type: none"> <li>Appropriate duty rota and levels of supervision in place</li> </ul>	Y	<b>At least 1 adult with every bubble of 15 pupils at all times.</b>		
11. Risk of	4	2	8	<ul style="list-style-type: none"> <li>Start and departure times are</li> </ul>	Y	<b>Soft start approach (8.45 to 9.30)</b>		

transmission due to the number of people near entrances and exits at the start and end of the school day.		8	staggered		<b>Complicated dismissal plan due to site access issues. See published appendix document on website</b>
			<ul style="list-style-type: none"> <li>Stagger time for SEN Transport</li> </ul>	Y	n/a
			<ul style="list-style-type: none"> <li>Number of entrances and exits used is maximised</li> </ul>	Y	<b>A one way system has been devised to ensure there is a separate entrance and exit to the school.</b>
			<ul style="list-style-type: none"> <li>Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom</li> </ul>	Y	<b>Site access issues. Entrance planning completed 20/5 Children wash hands on arrival in class.</b>
			<ul style="list-style-type: none"> <li>Do not allow parent/carers to enter the buildings to drop off or collect children nor any gathering at the school gates to talk to other parents.</li> </ul>	Y	<b>Queuing system in place. Kiss and drop on arrival One way (train track) system for collection. However, I require two one way channels (tunnels) through the building entrance to access pick up points.</b>
			<ul style="list-style-type: none"> <li>Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes</li> </ul>	Y	<b>Staff briefing planned 27/5 Assembly via Google Meet for returning children.</b>
			<ul style="list-style-type: none"> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating</li> </ul>	Y	<b>One way (train track) system for collection. Stopping is not allowed. Conveyor belt collection of pupils</b>
			<ul style="list-style-type: none"> <li>Floor markings visible to all to avoid queuing</li> </ul>	N	<b>Floors to be paint sprayed.</b>
			<ul style="list-style-type: none"> <li>Parents given advice on walking/cycling to school</li> </ul>	Y	<b>Weekly News (+video)</b>
			<ul style="list-style-type: none"> <li>Markings outside of the school</li> </ul>		n/a

				and road closures may be required				
12. Risk of transmission because pupils do not observe agreed protocols of social distancing at playtimes	3	3	9	• Playtimes are staggered	Y	yes		
				• External areas are designated for different groups	Y	Demarcated Assembly Points and Pick-Up Points		
				• Pupils are reminded about the protocols of social distancing before every playtime	Y	Daily		
				• Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.	N	SEND Risk assessments and reintegration plans to be drafted		
13. Risk of transmission because pupils do not observe agreed protocols of social distancing at lunchtimes	3	3	9	• Pupils are reminded about the protocols of social distancing before every lunchtime	Y	Daily		
				• Pupils wash their hands before and after eating	Y	Daily Protocols + Time table for every bubble group includes handwashing and allocated toilet time		
				• Dining room areas and other spaces are configured to ensure social distancing measures are in place when the children eat	Y	Dining room will not be used Packed lunch eating in classroom to avoid cross-contamination		
				• Floor markings are clear to avoid queues	N	N/A in the dining room		
				• Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces	Y	All children eat packed lunches in basecamps (allotted classroom)		
				• If children bring in own packed lunch, parents are given very clear guidance and protocols	y	Behaviour Expectations published 21/5		

				and children do not 'share' food				
				<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>	Y	<b>The bubbles will be cleaned after lunch by the MTS</b>		
14. Staff rooms and offices do not allow for observation of social distancing guidelines	4	2	8	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing</li> </ul>	Y	<b>Furniture plan established. Sanitiser protocols in place Maximum in staff room =15</b>		
				<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>	Y	<b>Staff meeting on 22.05.20. This document to be shared with all staff.</b>		
15. The configuration of medical rooms may compromise social distancing measures	3	2	6	<ul style="list-style-type: none"> <li>Social distancing provisions are in place for medical rooms</li> </ul>	Y	<b>quarantine area established Inc. screen</b>		
				<ul style="list-style-type: none"> <li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> </ul>	Y	<b>screens area for children if they:</b> <ul style="list-style-type: none"> <li>have a high temperature</li> <li>have lost their sense of smell</li> <li>develop a new, dry cough</li> </ul> <b>Bubble leaders need to contact whoever is on duty in the Medical Room.</b> <b>The child needs to be collected by the person on duty in the Medical Room in full PPE.</b> <b>Parents to be contacted to collect their child.</b> <b>Parents should be advised to have their child tested if 5 or over.</b>		
				<ul style="list-style-type: none"> <li>PPE available if staff dealing with pupil with symptoms</li> </ul>	Y	<b>Specialist PPE has been provided through LBB and school purchases</b>		
				<ul style="list-style-type: none"> <li>Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas</li> </ul>	Y	<b>Cleaning procedures reviewed</b>		

16. Groups of people gather in reception areas which may contravene social distancing guidelines	3	2	6	<ul style="list-style-type: none"> <li>Parents are made aware of new school procedures prior to their children starting back at school</li> </ul>	y	<b>Parental Guides published on website</b> <b>A video to share via weekly news</b>		
				<ul style="list-style-type: none"> <li>Social distancing floor markings are clearly in place</li> </ul>	y	<b>Plan established 20/5</b> <b>Site action 26/5</b>		
				<ul style="list-style-type: none"> <li>Social distancing protocols and guidance are clearly displayed to protect those staff on reception duty</li> </ul>	N/A	<b>Office closed for walk up visit by parents/visitors</b> <b>Access via phone or appointment only</b>		
				<ul style="list-style-type: none"> <li>Non-essential visitors to school and deliveries are minimised</li> </ul>	Y	<b>Delivery drop off zone for parcel at main entrance.</b> <b>Non-essential visitors will not be permitted on the school site.</b>		
				<ul style="list-style-type: none"> <li>Arrangements are in place for visitors to stay apart</li> </ul>	N/A	<b>Oak Suite setup - socially distant meetings with one visitor</b>		
<b>C. Hygiene and protective controls</b>								
17. Risk that social distancing between pupils and between staff and pupils is difficult or impossible to maintain, leading to a risk of transmission.	3	2	6	<ul style="list-style-type: none"> <li>Ensure frequent hand cleaning and good respiratory hygiene practices</li> </ul>	Y	<b>Daily schedule established</b>		
				<ul style="list-style-type: none"> <li>Regular cleaning</li> </ul>	Y	<b>Basecamp cleaning packs + protocols</b>		
				<ul style="list-style-type: none"> <li>Minimise contact and mixing (see above)</li> </ul>	Y	<b>Cleaning cupboard congregation prohibited - products safely distributed around to established cleaning stations.</b> <b>PPE masks provided</b> <b>Classroom contact guidance issues</b>		
				<ul style="list-style-type: none"> <li>See sections above re start and end of day arrangements, playtimes and break times</li> </ul>	Y	<b>Arrival dismissal arrangements established</b>		
18. Risk of staff or children with the virus coming	4	3	12	<ul style="list-style-type: none"> <li>Testing of staff or pupils</li> </ul>	Y	<b>Information has been shared about testing of staff and pupils to whole community</b>		

into school when symptoms are not clear.			<ul style="list-style-type: none"> <li>• Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>		<b>Quarantine area</b> <b>Contamination evacuation space reserved</b>		
19. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	2	<ul style="list-style-type: none"> <li>• PPE on hand.</li> </ul>	Y	<b>Extra Ordered + school stock</b>		
			<ul style="list-style-type: none"> <li>• Consideration should be given regarding the continued use of items that are frequently used by multiple children that are not essential and difficult to keep clean, for example outdoor play equipment.</li> </ul> <p>Establish arrangements for all frequently touched surfaces and equipment e.g.</p> <ul style="list-style-type: none"> <li>• door handles</li> <li>• handrails</li> <li>• table tops</li> <li>• play equipment</li> <li>• toys</li> <li>• electronic devices (such as phones)</li> <li>• specialist equipment, including equipment used by pupils with SEN</li> <li>•</li> </ul>	Y	<b>Contract cleaners (Abelian) to focus on communal areas</b>  <b>Basecamp supervisors to clean surfaces regularly during day</b>  <b>Products in school. Individual cleaning tubs created.</b>		
			<ul style="list-style-type: none"> <li>•</li> </ul>				
			<ul style="list-style-type: none"> <li>• When cleaning, use the usual products, like detergents, as these will be very effective at getting rid of the virus on surfaces.</li> </ul>	Y	<b>antiviral spray provided to basecamps</b>		
			<ul style="list-style-type: none"> <li>• Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom.</li> </ul>	Y	<b>Children provided with own stationary/equipment zip wallet sets.</b>		



				<ul style="list-style-type: none"> <li>Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.</li> </ul>	Y	<b>All pupils will have their own pack of resources that only they use.</b>		
				<ul style="list-style-type: none"> <li>Teachers should make sure they wash their hands and surfaces, before and after handling any pupil items</li> </ul>	Y	<b>Curriculum addendum states that children's books will not be marked in the usual way - verbal feedback and advice only. Classroom washing stations with antibacterial soap</b>		
				<ul style="list-style-type: none"> <li>Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations.</li> </ul>	Y	<b>Handwashing station in every classroom  Personal sanitizers issued to all staff (refills available)</b>		
				<ul style="list-style-type: none"> <li>There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided.</li> </ul>	Y	<b>Optional uniform guidance Families asked to wash clothes daily</b>		
20. Risk of virus spreading because the school has insufficient materials and equipment	4	2	8	<ul style="list-style-type: none"> <li>Establish clear plan to ensure the school has an ongoing supply of soap and water in every toilet and classrooms</li> </ul>	Y	<b>Hand washing stations in every classroom. 60l of antibacterial hand wash in school stores</b>		
				<ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>	Y	<b>5 wall mounted hand sanitisers are around the school Mobile sanitizers at main entrance All staff provided with individual sanitiser bottles Children allowed to bring in own name labelled sanitizer</b>		

				<ul style="list-style-type: none"> <li>Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,</li> </ul>	N	Lidded bins have been ordered		
				<ul style="list-style-type: none"> <li>Bins to be double bagged and emptied</li> </ul>	Y	Cleaning supervisor informed 20/5		
				<ul style="list-style-type: none"> <li>Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom</li> </ul>	Y	<p>Tissues stored in each classroom with 'catch it, bin it, kill it' posters around the school.</p> <p>Updated PHE Educational Poster printed 22/5</p>		
21. Provision and use of PPE for staff where required is not in line with government guidelines	3	2	6	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> </ul>	Y	Communicated to staff in a Q&A session on Meet. Gloves and masks available		
				<ul style="list-style-type: none"> <li>Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely</li> </ul>	N	<p>Training scheduled to be established.</p> <p><a href="https://www.nhsprofessionals.nhs.uk/en/e-Library/Useful-Information/COVID-19-Donning-of-Personal-Protective-Equipment">https://www.nhsprofessionals.nhs.uk/en/e-Library/Useful-Information/COVID-19-Donning-of-Personal-Protective-Equipment</a></p>		
				<ul style="list-style-type: none"> <li>Staff are reminded that the wearing of gloves is not a substitute for good handwashing</li> </ul>	Y	Handwashing is embedded throughout the school.		
22. Pupils forget to wash their hands regularly and frequently	4	2	8	<ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> </ul>	Y	Handwashing routines are in place and staff regularly remind children of the correct procedures.		
				<ul style="list-style-type: none"> <li>Posters and electronic messaging boards reinforce the need to wash hands</li> </ul>	Y	Posters have been printed and are put up around the school.		

			<ul style="list-style-type: none"> <li>regularly and frequently.</li> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>					
23. Pupils' behaviour on return to school does not comply with social distancing guidance	3	3	9	<ul style="list-style-type: none"> <li>Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling.</li> </ul>	Y	<b>Agreed policy and politics shared and reinforced.</b>		
				<ul style="list-style-type: none"> <li>Staff model social distancing consistently.</li> </ul>	Y	<b>Monitored by SLT</b>		
				<ul style="list-style-type: none"> <li>The movement of pupils around the school is minimised.</li> </ul>	Y	<b>Timetabled group movement</b>		
				<ul style="list-style-type: none"> <li>Large gatherings are avoided.</li> </ul>	Y	<b>Any large gatherings will be via Google Meet.</b>		
				<ul style="list-style-type: none"> <li>Break times and lunch times are structured to support social distancing and are closely supervised.</li> </ul>	Y	<b>Break times and lunchtimes are staggered and in certain areas around the school grounds. Each bubble will play in the same space each day so that no bubbles come into contact with one another.</b>		
				<ul style="list-style-type: none"> <li>The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils</li> </ul>	Y	<b>Policy addendum drafted 20/5. Published 22/5 (website)</b>		

				and parents.			
				<ul style="list-style-type: none"> <li>Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> </ul>	Y	Identified Marshall roles and positions	
				<ul style="list-style-type: none"> <li>Messages to parents reinforce the importance of social distancing.</li> </ul>	Y	<b>Parent/carers are informed of all the new procedures as well as the importance of social distancing. Newsletters / videos / texts.</b>  <b>Marshalls to reinforce messages</b>	
				<ul style="list-style-type: none"> <li>Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations.</li> </ul>	Y	<b>Bubbles will not come into contact with other bubbles and adults within the bubble will try to socially distance themselves from other adults. Within the bubbles, children will try to be sat away from other children, but we understand that it is not always possible.</b>	
				<ul style="list-style-type: none"> <li>Arrangements for social distancing for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>	Y	<b>SEN risk assessment and agreed protocols.</b>  <b>SEN work stations and breakout species identified</b>	
<b>D. Premises and Buildings</b>							
24. Risk that cleaning capacity is at a reduced level so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards	4	2	8	<ul style="list-style-type: none"> <li>A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.</li> </ul>	Y	<b>Return to work requirement planning</b> <a href="https://docs.google.com/document/d/1ZWCmlmAjpl4v2qjnI5EqkQcAFnoS7cfQBn8TSYeeAll/edit">https://docs.google.com/document/d/1ZWCmlmAjpl4v2qjnI5EqkQcAFnoS7cfQBn8TSYeeAll/edit</a>  <b>Covid 19 RA for Contract Cleaning requested from Abelian 22/5</b>	
				<ul style="list-style-type: none"> <li>An enhanced cleaning plan is agreed and implemented</li> </ul>	Y	<b>Meeting with supervisor 20/5</b>	

required				which minimises the spread of infection.				
				<ul style="list-style-type: none"> <li>Working hours for cleaning staff are increased.</li> </ul>	N/A	<b>Hours to be kept the same.</b> <b>Contractors to focus on communal areas and toilets.</b> <b>Additional school staff cleaning of group basecamps</b>		
25. The use of fabric chairs may increase the risk of the virus spreading	3	2	6	<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> </ul>	Y	<b>Chairs to be removed from foyer</b>		
				<ul style="list-style-type: none"> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	Y	<b>Staffroom protocols - named chairs</b>		
26. Queues for toilets and handwashing risk non-compliance with social distancing measures	4	2	8	<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> </ul>	Y	<b>Tape markings to the floor outside toilets</b>  <b>Toilet capacity defined.</b> <b>Timetabled access to be in place</b>		
				<ul style="list-style-type: none"> <li>Floor markings are in place to enable social distancing.</li> </ul>	N	<b>TBC w/b 25/5</b>		
				<ul style="list-style-type: none"> <li>Pupils know that they can only use the toilet one at a time.</li> </ul>	Y	<b>Timetable for bubble groups</b> <b>Year group block allocations</b> <b>Card system access</b>		
				<ul style="list-style-type: none"> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> </ul>	Y	<b>Basecamp staff to provide this information to children</b>		
				<ul style="list-style-type: none"> <li>The toilets are cleaned frequently.</li> </ul>	Y	<b>Cleaning team will be on duty throughout the day</b>		
				<ul style="list-style-type: none"> <li>Monitoring ensures a constant supply of soap and paper towels.</li> </ul>	Y	<b>Premises management rota to maintain stocks and order well in advance of need - daily monitoring of use</b>		
				<ul style="list-style-type: none"> <li>Bins are emptied regularly.</li> </ul>	Y	<b>Part of cleaning team duties during the day.</b>		
				<ul style="list-style-type: none"> <li>Pupils are reminded regularly on how to wash hands and</li> </ul>	Y	<b>Regular demonstrations and reminders</b>		

				young children are supervised in doing so.				
27. Fire procedures are not appropriate to cover new arrangements	4	1	4	<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>○ Reduced numbers of pupils/staff</li> <li>○ Possible absence of fire marshals</li> <li>○ The need to apply social distancing rules during evacuation and at muster points</li> <li>○ A possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> </ul>	Y	<b>Fire procedures review 20/5</b> <b>Fire testing are maintained to ensure compliance with statutory requirement</b> <b>Review Fire Risk Assessment?</b> <b>Assembly points and evacuation protocols remain the same.</b>  <b>No zone sweeps to take place (no visitor on premises and bubbles to self-register)</b>  <b>Teacher bubble to lead bubble to assembly point located in playground. Evacuation maintain social distance though evacuation takes priority</b>  <b>Staff spread along walls of playground identified for each class bubble</b>		
				<ul style="list-style-type: none"> <li>• Staff and pupils have been briefed on any new evacuation procedures.</li> </ul>	Y	n/a 1/6 Re: induction arrangements		
				<ul style="list-style-type: none"> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	Y	Unchanged		
28. Fire evacuation drills - unable to apply social distancing	4	1	4	<ul style="list-style-type: none"> <li>• Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> </ul>	Y	Drill to be carried out during Week beginning 1/6		

effectively				<ul style="list-style-type: none"> <li>Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.</li> </ul>	Y	PEEPs to be reviewed : alternative		
				<ul style="list-style-type: none"> <li>Consider access route for teachers and pupils with mobility issues, as social distancing measures may not be possible during an emergency</li> </ul>	Y	DDA evacuation and access routes in place		
29. Fire marshals absent due to self-isolation	4	1	4	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	Y	<p>already in place</p> <p>Review use of fire extinguisher practice</p>		
30. All systems may not be operational	3	2	6	<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate.</li> </ul>	Y	Systems are operational		
				<ul style="list-style-type: none"> <li>All systems have been recommissioned.</li> </ul>	Y	Systems are operational		
31. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	3	12	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Premises Management team need to check</li> </ul>	N	<p>PAT testing completed 3/20</p> <p>Fixed Electrical Wiring Completed:</p> <p>Asbestos - inspected annual</p> <p>Annual Gas inspection/service</p> <p>Lifts -</p> <p>Lightning Protection inspection completed:</p>		
				<ul style="list-style-type: none"> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> </ul>	Y	<p>weekly schedule during lockdown maintained</p> <p>Hot/Cold temperature measured</p> <p>WRA current</p> <p>Water tank inspection completed</p>		

32. Visitors to the site (including parents) add to the risk	4	2	8	<ul style="list-style-type: none"> <li>Limit the external visitors to the school during school hours</li> </ul>	Y	<p><b>Only emergency contractors were allowed into the building.</b></p> <p><b>Delivery to front entrance airlock</b></p>		
				<ul style="list-style-type: none"> <li>Signage giving routes, procedures and entrances to be followed.</li> </ul>	Y	<p><b>Site team task over half term</b></p>		
				<ul style="list-style-type: none"> <li>Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen</li> </ul>	Y	<p><b>Expect individual pens or provide pre-wipes</b></p>		
				<ul style="list-style-type: none"> <li>Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable)</li> </ul>	Y	<p><b>Office closed for walk-ups</b></p> <p><b>Access via phone or appointment</b></p> <p><b>Additional social distance meeting room set up in Oak Suite</b></p> <p><b>Hand hygiene/Temp monitoring</b></p> <p><b>letter sent outlining expectation 21/5</b></p>		
				<ul style="list-style-type: none"> <li>Consider holding SEN meetings such as Annual Reviews 'virtually'.</li> </ul>	Y	<p><b>Annual reviews, SEN support plan meetings and meetings with all external professionals have been held virtually since the start of the lockdown.</b></p>		
33. Contractors on-site whilst school is in operation may pose a risk to social distancing and infection	4	2	8	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	<p><b>All continuing as scheduled.</b></p> <p><b>Request Covid 19 RA</b></p>		
				<ul style="list-style-type: none"> <li>An assessment has been</li> </ul>	Y	<p><b>site protocols in place</b></p>		



control			carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.		<b>constant review</b>		
			<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	<b>Health status of contractors and essential visitors checks on arrival.</b>  <b>Request Covid 19 RA</b>		
			<ul style="list-style-type: none"> <li>Temperature checks are carried out on arrival and before entering the school building.</li> </ul>	Y	<b>Temperature checks take place for essential visors, contractors, pupils and staff every day.</b>		
			<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	<b>One way access system in place</b>		
			<ul style="list-style-type: none"> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> </ul>	Y	<b>If 2m rule broken hierarchy control:</b> <ul style="list-style-type: none"> <li><b>Natural Ventilation</b></li> <li><b>Distance maintain as far as possible</b></li> <li><b>Direction - Avoid direct face-2-face or eye-2-eye contact</b></li> <li><b>Duration – keep time to a minimum i.e. before use of face covering</b></li> <li><b>Drop – don't drop to child's height</b></li> <li><b>Can a barrier/screen/shield be placed between</b></li> <li><b>Good cleaning and personal hygiene practices</b></li> <li><b>Consider use of a face</b></li> </ul>		



				<ul style="list-style-type: none"> <li>Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support.</li> </ul>	Y			
35. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	2	8	<ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>Staff</li> <li>Pupils</li> <li>Parents</li> <li>Governors/Trustees</li> <li>Local authority</li> <li>Health services</li> <li>Regional Schools Commissioner</li> <li>Professional associations</li> <li>Other partners</li> </ul> </li> </ul>	Y	<p><b>Regular communication channels in operation: Website, Google, Text</b></p> <p><b>All stakeholders have direct access to Head's email. Published with RA 21/5</b></p>		
				<ul style="list-style-type: none"> <li>Parents are communicated with to make sure they know: <ul style="list-style-type: none"> <li>whether their child will be able to attend from the week commencing 1 June</li> <li>what protective steps you're taking to make the school a low-risk place for their child</li> <li>what you need them to do (such as on drop off and</li> </ul> </li> </ul>	Y	<p><b>Text &amp; Survey 21/5</b></p> <p><b>Bubble Groups drafted 22/5</b></p> <p><b>Weekly news updates 22/5</b></p> <p><b>Arrangements for drop off/pick up will be shared with parents once schedules are in place.</b></p> <p><b>TBC - SEN pupils - Risk assessment updates for individual</b></p>		

				collection) For pupils with SEN, consideration should be given to the use of the individual Reintegration Plan		<b>children</b>		
36. Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	4	2	8	<ul style="list-style-type: none"> <li>Parents have been provided with clear guidance and this is reinforced on a regular basis.</li> </ul>	Y	<b>Clear guidance provided to the parent community.</b>		
				<ul style="list-style-type: none"> <li>Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> </ul>	Y	<b>Welfare to review &amp; check with all parents with medical care plans in returning year groups.</b>  <b>Revised COVID19 Register and RA collated 22/5</b>		
				<ul style="list-style-type: none"> <li>The school and parents are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> </ul>	Y	<b>Categories have been shared</b>		
				<ul style="list-style-type: none"> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y	<b>Senior welfare responsible for updating register</b>		
37. Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	2	3	6	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> </ul>	Y	<b>Learning Mentor has had bereavement counselling training</b> <b>Pupils have virtual access to a school counsellor</b> <b>3 staff completed mental health first aid training.</b> <b>Family Support worker access 1 day / week</b>		
				<ul style="list-style-type: none"> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> </ul>	Y	<b>Pupils have virtual access to a school counsellor.</b>  <b>In school LM (interview room allocated to comply with social</b>		

					distancing)		
				<ul style="list-style-type: none"> <li>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).</li> </ul>	Y	<b>Weekly PSHE lessons / resources and discussion topics have been a feature throughout lockdown</b>  <b>Dedicated role of offsite scheduled teacher to maintain/monitor PSHE curriculum</b>	
				<ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>	Y	<b>Lead staff allocated to liaise / promote well-being resources</b>	
38. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	3	9	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> </ul>	Y	<b>Wellbeing team to resume focus</b>	
			<ul style="list-style-type: none"> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> </ul>	Y	<b>Weekly staff meetings</b>		
			<ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing.</li> </ul>	Y	<b>PSHE Lead to update staff</b>		
			<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Y	<b>LA subscription - <a href="https://www.qwell.io/">https://www.qwell.io/</a> available to all staff</b>		
39. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	2	4	<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> </ul>	Y	<b>Regular comms</b> <b>Virtual meeting 20/4/20</b> <b>Meeting schedule for 29/6</b>	
			<ul style="list-style-type: none"> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> </ul>	Y	<b>Independent clerking oversight</b>		
			<ul style="list-style-type: none"> <li>The headteacher's report to governors includes content</li> </ul>	Y	<a href="https://woodcroft.barnet.sch.uk/headteachers-reports/">https://woodcroft.barnet.sch.uk/headteachers-reports/</a>		

				and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.				
				<ul style="list-style-type: none"> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> </ul>	Y	Regular Governor dialogue by email ongoing		
				<ul style="list-style-type: none"> <li>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and hold leaders to account for areas of statutory responsibility.</li> </ul>	Y	Independent Clerking Oversight - Judicium		
40. Testing is not used effectively to help manage staffing levels and support staff wellbeing	3	3	9	<ul style="list-style-type: none"> <li>Guidance on getting tested has been published.</li> </ul>	Y	<a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a>		
				<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>	N	Action - To be explained at the staff		
				<ul style="list-style-type: none"> <li>Post-testing support is available for staff.</li> </ul>	Y	Virtual supervisions support by school commissioned EP		
41. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	2	8	<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> </ul>	Y	DfE procedures being followed		
				<ul style="list-style-type: none"> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> </ul>	Y	<b>Quarantine protocols</b> <ul style="list-style-type: none"> <li>have a high temperature</li> <li>have lost their sense of smell/taste</li> <li>develop a new, dry cough</li> </ul> <b>Supervisors need to contact whoever is on duty in the Medical Room.</b> <b>The child needs to be collected by the person on duty in the Medical</b>		

					<p><b>Room in full PPE.</b>  <b>Parents to be contacted to collect their child.</b>  <b>Parents should be advised to have their child tested if 5 or over.</b></p>			
				<ul style="list-style-type: none"> <li>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply.</li> </ul>	Y	<p><b>Action : enrollment protocols to be shared</b></p> <p><b>SENC making phone calls to clinically vulnerable and clinically extremely vulnerable pupils.</b></p>		
				<ul style="list-style-type: none"> <li>A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority.</li> </ul>	Y	<b>No positive Covid19 test to date.</b>		
42. Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	4	2	8	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	<b>Clear guidance published on websites and via video messages.</b>		
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	N	<b>Draft induction proposal for all pupils and parents.</b>		
				<ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all</li> </ul>		<b>Communicate via text link / weekly news updates</b>		

				stakeholders.				
43. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	4	2	8	<ul style="list-style-type: none"> <li>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.</li> </ul>	N	Q&A Document		
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	N	Q&A Document		
				<ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y	Communicate via text link / weekly news updates		
44. Staff, parents and carers are not aware of recommendations on transport to and from school	4	2	8	<ul style="list-style-type: none"> <li>Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times</li> </ul>	Y	<b>Recommendation to be promoted</b>  <b>TfL Post on website</b> <a href="https://woodcroft.barnet.sch.uk/message-from-transport-for-london/">https://woodcroft.barnet.sch.uk/message-from-transport-for-london/</a>  <b>If travelling on public transport wear face protection</b>		



## APPENDIX Links

1. [Behaviour Policy Addendum](#)
2. [Safeguarding Policy Addendum](#)
3. [Curriculum Policy Addendum](#)
4. [Public Transport Guidance \(TfL\)](#)
5. **Abelian (Cleaning Contractor) Risk Assessments**
  - a. [Generic COVID-19](#)
  - b. [Risk Assessment COVID-19](#)