

# COVID-19: Operational Risk Assessment for School Reopening in **Sept 2021**

**SCHOOL NAME: MAPLEDOWN SCHOOL**

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Sandra Chaaya Headteacher	30 <sup>th</sup> July 2021	1 <sup>st</sup> September 2021	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 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: [Actions for schools during the coronavirus outbreak - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/actions-for-schools-during-the-coronavirus-outbreak)

**Note:** this template is based on current guidance as of July 2021 and that the situation may change by September

**This Risk Assessment applies to all staff and students at Mapledown main school and Mapledown @Cophall.**

## Other Related Documents:

Relevant Existing Policies	Local Authority/Trust/Union documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2012 The Health Protection (Notification Regulations) 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'	Covid19 Education and Skills Service Strategy (July 2021)  Education and Skills Service Recovery Planning support for schools (May 2021)  Note: The Joint Trade Unions have called on the Government to reintroduce the use of face mask for pupils and staff in secondary schools. Therefore the unions recommend the wearing of face masks should be included as an additional control measure to reduce the risk of infection	New operational guidance has been published, in line with step 4 of the road map: <ul style="list-style-type: none"> <li>• <a href="#">Actions for schools during the coronavirus outbreak</a></li> <li>• <a href="#">Guidance for special schools and other specialist settings</a></li> <li>• <a href="#">Actions for FE colleges and providers during the coronavirus outbreak</a></li> <li>• <a href="#">Actions for early years and childcare providers during the coronavirus outbreak</a></li> <li>• <a href="#">Use of PPE in education, childcare and children's social care</a></li> </ul> Covid-19 Action for out-of-school settings guidance has been added which applies from step 4. It removes restrictions such as keeping children in consistent groups (bubbles), wearing face coverings in classrooms, communal areas and in community settings, limits on parental attendance, and restrictions on group sizes for residential visits. It also includes information about updating your outbreak management plan and what to do when an individual in your setting tests positive for Covid-19. From 16 August, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact  The <a href="#">special schools and other specialist settings guidance</a> has been updated to confirm that over the summer, staff and secondary pupils should continue to test

		<p>regularly if they are attending settings that remain open. Advice has also been confirmed for testing in the autumn term.</p> <p>Apprenticeships <a href="#">guidance</a> has been updated to reflect the change in the return to the workplace which will apply to apprenticeships as part of step 4 of the roadmap. This includes updated links and references to the redundancy support service, ending of flexibility permitting end-point assessment prior to functional skills qualification achievement, and an extension of the temporary policy on suspending the requirement for Level 2 apprentices to attempt Level 2 functional skills assessment</p> <p>Transport <a href="#">guidance</a> has been updated to reflect step 4 of the roadmap out of lockdown. It removes the recommendations that distancing should be maximised and mixing should be minimised, and that children and young people aged 11 and over should wear face coverings. It provides advice on continuing to take proportionate measures to reduce the spread of infection.</p> <p>The <a href="#">public health guidance</a> has been updated for exams with advice that applies from step 4. The guidance removes restrictions such as keeping students in consistent groups (bubbles) and wearing face coverings in classrooms and communal areas, and on dedicated transport</p> <p><a href="#">Protect vulnerable workers - Working safely during the coronavirus (COVID-19) pandemic (hse.gov.uk)</a></p> <p><a href="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a></p>
--	--	--

## Risk matrix

Impact risk rating:	Probability risk rating:	Overall risk rating:
5. Catastrophic	5. Almost certain to happen	<b>16 or more - red</b>
4. Major – e.g. likely to result in school closure	4. Likely	<b>12 to 15 - amber</b>
3. Moderate – e.g. likely to result in one or more classes having to close	3. Possible	<b>9 to 11 – amber</b>
2. Minor	2. Unlikely	<b>Below 9 – green</b>
1. Negligible	1. Negligible	<b>Below 9 – green</b>

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
<b>A. Staffing Resources</b>							
1. Risk that there are Insufficient staff to support all the pupils to be in school	3			<ul style="list-style-type: none"> <li>Clinically extremely vulnerable (CEV) people are no longer advised to shield, but may wish to take extra precautions to protect themselves and to follow the practical steps set out in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 to minimise their risk of exposure to the virus.</li> <li>Staff in settings who are CEV should attend their place of work if they cannot work from home.</li> </ul> <p>Note: we are awaiting further DfE guidance re; CEV people.</p>	Y	All CEV staff who have returned to work remain in bubbles and continue to wear face coverings. 1 CEV staff is non classed based and able to work from home on request. All CEV staff onsite have been double vaccinated 1CEV staff still shielding following a kidney transplant	
				<ul style="list-style-type: none"> <li>Establish how many and which staff will be available, if staff develop COVID-19 symptoms and isolating, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments for the CEV staff where appropriate ( <a href="#">guidance to be published by the DHSC</a>)</li> </ul>	Y	All RAs updated, only one staff continues to shield. In the event of staff developing symptoms and/or having to isolate, individual dynamic RA conducted for the class concerned. Minimum movement across departments (Learning zones) will continue which may affect cover. Classes may close temporarily and move to online learning if they are too short staffed. Parents informed this will continue in the Autumn term.	

				<ul style="list-style-type: none"> <li>Based on available staffing and any cover you are able to secure, decide how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises.</li> </ul>	Y	<p>All classes able to function with up to 2 staff per class away for 1 day. If two staff are away for longer, <u>and cover is not available</u>, this class will be closed. Staff should be available to cover short term absentees (MTS and casual staff).</p> <p>Home learning package organised. Teachers able to set up 2x30 minutes per day live Zoom sessions.</p>	
				<ul style="list-style-type: none"> <li>Ensure flexible and responsive use of teaching assistants</li> </ul>	Y	<p>Classes in Learning Zones 1 and 2 can release 1 staff per class for short term cover.</p> <p>MTs and casual staff will also be available to cover absences/isolating staff</p> <p>Agency staff to be called upon if cover cannot be provided internally to avoid class closures longer than 2 days.</p>	
				<ul style="list-style-type: none"> <li>Ensure there are sufficient support staff available to support those pupils who need a high level of support, including those with SEND whilst minimising changes in contact. Some pupils, for example those with Autism will need to be supported by the same adults, where possible</li> </ul>	Y	<p><b>Mapledown is a special school, all staff are SEND specialists.</b></p> <p><b>All staff support in their respective bubbles, except in an emergency, in which case full PPE is provided and used</b></p>	
				<ul style="list-style-type: none"> <li>From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be</li> </ul>	Y	<p>School leaders will also assist – class daily staff registers will remain in</p>	

			<ul style="list-style-type: none"> <li>contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.</li> </ul>		place to ensure all contacts can be traced.	
			<ul style="list-style-type: none"> <li>Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school).</li> </ul>	Y	In place. Lead LSA in each class able to deputise for the teacher in the event of their absence.	
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		<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>Yes – all new staff have completed a RA and existing RAs are updated as need arises.</b>	
			<ul style="list-style-type: none"> <li>Full use is made of all qualified teachers.</li> </ul>	Y	<b>PPA teachers can be redeployed to support with absence cover and/or online learning</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	In place. Lead LSA in each class able to deputise for the teacher in the event of their absence. High staff ratio in all classes enables flexibility	
			<ul style="list-style-type: none"> <li>Full use is made of test and trace to inform staff deployment i.e. ensure staff who have been instructed to self-isolate through test and trace are not attending school</li> </ul>	Y	<b>All staff able to liaise with the headteacher at all times, including out of hours, to ensure SLT knows of absences and can plan cover as appropriate so that all staff who must isolate do not attend school.</b>	
			<ul style="list-style-type: none"> <li>A clear rationale is in place for which pupils will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve.</li> </ul>	Y	Within the outbreak management policy and home learning policy.	
			<ul style="list-style-type: none"> <li>Where possible, ensure pupils with SEND are prioritised to be in school, -.</li> </ul>	Y	All students at Mapledown have SEND and EHCP.	

3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.				<ul style="list-style-type: none"> <li>Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.</li> </ul>	Y	Number of visitors will continue to be limited, with COVID track and trace questionnaires and use of face coverings still advised. One main agency and bank of supply staff to minimise contact/cross contamination, in the event Mapledown's own casual staff bank cannot cover absences.	
				<ul style="list-style-type: none"> <li>Ensure visiting staff are aware of hygiene measure and minimise contact to only pupils who need to be taught.</li> </ul>	Y	Through weekly briefing and staff meetings, all precautions and hygiene measures remain the same as 2020-21, with posters reminders.	
				<ul style="list-style-type: none"> <li>Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.</li> </ul>	Y	<b>Covid visitors' policy and questionnaire remain in place. NO planned ITT trainees in the Autumn term</b>	
				<ul style="list-style-type: none"> <li>Negotiate the deployment of ITT trainees with their provider to ensure that their training needs are met but contact and distance requirements are adhered to.</li> </ul>	N/A	<b>See above</b>	
4. Risk of infection of <b>extremely clinically vulnerable</b> members of the household of a member of staff.	4			<ul style="list-style-type: none"> <li>Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and <b>maximising distance</b> from others, as far as is reasonably possible</li> </ul>	Y	Cannot be implemented with students due to their needs. PPE remains in common areas, three separate staff areas for breaks to keep bubbles together. PPE used for close work with students – feeding, medication, MH, and toileting.	

5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3			<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>	Y	In place – internal casual staff bank and flexibility within classes.	
				<ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>	N/A	N/A	
				<ul style="list-style-type: none"> <li>Ensure First Aid certificates are up to date</li> </ul>	Y	Training updates took place in July. Further updates for remaining staff taking place in the Autumn term.	
				<ul style="list-style-type: none"> <li>Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first aid as <b>maximising distancing</b> may not be possible to maintain while attending to individuals.</li> </ul>	Y	In place. Nurse and healthcare assistant onsite full time for further advice.	
				<ul style="list-style-type: none"> <li>Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	Y	<b>Induction on first day for all new staff – safeguarding and health and safety (including COVID secure measures)</b>	
6. Risks to health and safety because staff are not trained in new procedures.	3			<ul style="list-style-type: none"> <li>A revised staff handbook is issued to all staff prior to <b>September start</b>.</li> </ul>	Y	In place	
				<ul style="list-style-type: none"> <li>Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include: <ul style="list-style-type: none"> <li>Infection control</li> <li>Fire safety and evacuation procedures</li> <li>Constructive behaviour management</li> <li>Safeguarding</li> <li>Risk management</li> </ul> </li> </ul>	Y	To be delivered on INSET on 1/09/21 Weekly reminders via staff meeting. H&S and safeguarding are agenda items at all meetings	
7. Risk that staff who are extremely critically vulnerable are not	4			<ul style="list-style-type: none"> <li>An individual risk assessment and suitable controls must be in place before they return to the workplace. <b>The controls must enable the</b></li> </ul>	Y	Measures in place, all CVE staff and CV staff in school unless they can	

identified and so measures have not been put in place to protect them.				ability to reduce the number of different contacts and keep a safe distance, Further guidance to be released by the DHSC		work from home. 72% of all staff vaccinated. CEV staff able to keep distance/have ongoing access to PPE/work from home where possible/do not engage in procedures such as suctioning students.	
				<ul style="list-style-type: none"> <li>All members of staff with underlying health conditions have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated. Staff sharing their household with people with underlying health conditions places them at higher risk</li> </ul>	Y	Completed within the RA process. All staff advised to communicate any changes to conditions or circumstances.	
				<ul style="list-style-type: none"> <li>Clinically extremely vulnerable (CEV) people are no longer advised to shield, but may wish to take extra precautions to protect themselves and to follow the practical steps set out in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 to minimise their risk of exposure to the virus.</li> </ul>	Y	Discussed within staff briefings and RA updates. Staff pregnant beyond 28 weeks are able to work from home or within the office, to limit contact and exposure to the virus.	
				<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	Yes	
				<ul style="list-style-type: none"> <li>Current government guidance is being applied.</li> </ul>	Y	Yes	

### B. Teaching Spaces, the Learning and School Environment

8. Risks of transmission during	3			<ul style="list-style-type: none"> <li>Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>	Y	In place	
---------------------------------	---	--	--	---	---	----------	--



use of the outdoor learning environment for young children				<ul style="list-style-type: none"> <li>● Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>	Y	No water fountains Students have their own equipment	
				<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>	Y	In place. The balls in the soft play room have been removed	
				<ul style="list-style-type: none"> <li>● Resources are limited to facilitate effective cleaning daily</li> </ul>	Y	Students have own resources/favourite items. Enhanced cleaning in classrooms	
				<ul style="list-style-type: none"> <li>● Only equipment that can be washed or easily cleaned can be used.</li> </ul>	Y	No soft toys. Only items which can be wiped clean/sanitised are used in class.	
9. Risks of transmission due to movement around the school.	4			<ul style="list-style-type: none"> <li>● Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible</li> </ul>	Y	One way system remains in place.	
				<ul style="list-style-type: none"> <li>● Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance</li> </ul>	Y	In place – distancing from students is not possible due to the nature of needs. Mitigating risks by maintaining bubbles indoors and use of PPE for close contact activities.	
10. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4			<ul style="list-style-type: none"> <li>● Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department</li> </ul>	Y	Majority of our students benefit from SEN transport. Parents who drop their children in drive in and are greeted by class staff. Parents who walk their children to school are also greeted by class staff on arrival. Limited number of staff collecting children from their bus to limit crowds.	
				<ul style="list-style-type: none"> <li>● Determine a queuing system and a process for staff to greet each child, ensure they wash their</li> </ul>	Y	All students escorted to class via 2 entrances. 2	

				hands immediately on arrival, and then go straight to their classroom		staff per team collect from buses, all wear visors/masks, wipes and paper bag are brought to wipe down wheelchairs on arrival. Hand washing takes place on arrival in class.
				<ul style="list-style-type: none"> <li>Consider special arrangements for settling children who are new to the school to enable the reduction of contacts and maximising of distance from parents where possible</li> </ul>	Y	Transition sessions took place in June/July, and social stories sent home over the summer to support new pupils' understanding of routines. All new students transported into school with SEN transport.
				<ul style="list-style-type: none"> <li>Identify drop off and pick up waiting areas that can reduce contacts and maximise distance</li> </ul>	Y	Majority of our students benefit from SEN transport. Parents who drop their children off/collect drive in and are greeted by class staff. Parents who walk their children to school are also greeted by class staff on arrival. Limited number of staff collecting children from their bus to limit crowds
				<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>	N/A	See above
				<ul style="list-style-type: none"> <li>Staff, pupils and parents are briefed and signage provided to identify entrances, exits routes</li> </ul>	Y	In place - See above
				<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	In place - See above

			<ul style="list-style-type: none"> <li>Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>	N/A		
			<ul style="list-style-type: none"> <li>Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage</li> </ul>	N/A		
			<ul style="list-style-type: none"> <li>Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space</li> </ul>	N/A		
11. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.	3		<ul style="list-style-type: none"> <li>Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>	N/A		
			<ul style="list-style-type: none"> <li>For those that have to drive, advice on places they should and should not pick up, drop off and park.</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Identify Sixth Form pupils that drive themselves to school/college, identify parking area/protocols.</li> </ul>	Y	Majority of our students benefit from SEN transport. Parents who drop their children off/collect drive in and are greeted by class staff	
			<ul style="list-style-type: none"> <li>Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.</li> </ul>	N/A	Parents who walk their children to school are also greeted by class staff on arrival and exit the school grounds immediately.	
			<ul style="list-style-type: none"> <li>Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.</li> </ul>	N/A		
			<ul style="list-style-type: none"> <li>Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc.</li> </ul>	N/A		
			<ul style="list-style-type: none"> <li>Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required.</li> </ul>	N/A		

12. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and <b>maximising distance</b> at playtimes	3			<ul style="list-style-type: none"> <li>Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.</li> <li><b>If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.</b></li> </ul>	Y	In place. Bubbles remain in place indoors within learning zones as our students cannot keep their distance.	
13. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and <b>maximising distance</b> at lunchtimes	3			<ul style="list-style-type: none"> <li>Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area.</li> </ul>	Y	In place and embedded in the school curriculum.	
				<ul style="list-style-type: none"> <li><b>If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.</b></li> </ul>		Bubbles remain in place indoors within learning zones as our students cannot keep their distance. In the event of an outbreak, the school will go back to operating class bubbles	
				<ul style="list-style-type: none"> <li>Dining room areas and other spaces are configured to ensure the reduction of contacts and <b>maximising distance</b> measures are in place when the children eat.</li> </ul>	Y	Students will continue to eat in class, and staff will collect their lunches from the dining room. Staggered collection of meals.	
				<ul style="list-style-type: none"> <li>If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food</li> </ul>	Y	In place. High levels of supervision in place to facilitate.	
				<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>	Y	In place. Lunchtime staff contracted hours have been extended to support class teams over lunchtime.	
14. Staff rooms and offices do not allow for observation of reduction of contacts	4			<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 <b>maximising distance</b> between users.</li> </ul>	Y	In place. Additional spaces allocated for each learning zone	

and maximising distance guidelines				<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>	Y	At inset, signage and regular reminders at weekly briefings	
15. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3			<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance provisions are in place for medical rooms</li> </ul>	Y	In place. Staff needing support from the nurse will wear PPE when attending. The nursing team will see the students in their class, wearing full PPE	
				<ul style="list-style-type: none"> <li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> </ul>	Y	The meeting room has been allocated as it is well ventilated.	
				<ul style="list-style-type: none"> <li>PPE available if staff dealing with pupil with symptoms</li> </ul>	Y	<b>In place</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>In place. Signage to support</b>	
16. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3			<ul style="list-style-type: none"> <li>Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school.</li> </ul>	Y	<b>Within starting school information, regular letters and home/school agreement.</b>	

### C. Hygiene and protective controls

17. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission.	3			<ul style="list-style-type: none"> <li>Ensure frequent hand cleaning and good respiratory hygiene practices</li> </ul>	Y	<b>In place</b>	
				<ul style="list-style-type: none"> <li>If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.</li> </ul>	Y	Bubbles remain in place indoors within learning zones as our students cannot keep their distance. In the event of an outbreak, the school will go back to operating class bubbles	

				<ul style="list-style-type: none"> <li>Regular cleaning</li> </ul>	Y	In place. One additional cleaner contracted	
18. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4			<ul style="list-style-type: none"> <li>Testing of staff or pupils – if school has PCR home testing kits - give to any symptomatic staff or pupil when they are sent home. If not, ensure the staff/parents/pupils know the process to get tested.</li> </ul>	Y	In place. Large stock of home PCRs available.	
				<ul style="list-style-type: none"> <li>Ensure that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home</li> </ul>	Y	Regular reminders in all school communications. Office staff always to ask questions when staff/parents call to advise of illness to advise to take a test/isolate if symptomatic, SLT to follow up.	
				<ul style="list-style-type: none"> <li>Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>	Y	In place	
				<ul style="list-style-type: none"> <li>PPE on hand.</li> </ul>	Y	Available in all classrooms	
				<ul style="list-style-type: none"> <li>Active engagement with NHS Test and Trace</li> </ul>	Y	In addition, class staff daily registers to assist with track and trace.	
19. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4			<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>tabletops</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> </ul>	Y	Clean as you go Additional hand gel dispensers on doors, all areas including reception on arrival, staff rooms, meeting rooms, classrooms, gym, hall, sensory studio	
				<ul style="list-style-type: none"> <li>When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.</li> </ul>	Y	<b>In place- cleaners aware</b>	

				<ul style="list-style-type: none"> <li>Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books</li> </ul>	Y	In place. Reminders in weekly briefing	
				<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	In place. Reminders in weekly briefing, signage to remind staff.	
				<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. Uniforms that cannot be machine washed should be avoided. Ensure parent/carers are aware of this</li> </ul>	Y	<b>Parents informed via home/school agreement and letter</b>	
20. Risk of virus spreading because the school has insufficient materials and equipment	4			<ul style="list-style-type: none"> <li>Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms</li> </ul>	Y	<b>Daily checks in place</b>	
				<ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>	Y	<b>In place</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>	Y	<b>In place</b>	
				<ul style="list-style-type: none"> <li>Bins to be double bagged and emptied</li> </ul>	Y	<b>In place</b>	
				<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	<b>In place</b>	
21. Provision and use of PPE for staff where required is not in line with government guidelines	3			<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> </ul>	Y	<b>In place</b> – Additional PPE procured and available for more invasive procedures, such as gowns and fit tested masks for suctioning	
				<ul style="list-style-type: none"> <li>Those staff required to wear PPE (e.g. SEND intimate care) 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>	Y	"doning and doffing" shared at INSET and first day induction for all new staff	
				<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	Within H&S inset and induction for new staff	

22. Pupils forget to wash their hands regularly and frequently	4			<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	In place – students need full support from staff	
				<ul style="list-style-type: none"> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.</li> </ul>	Y	In place, although students need full support <b>Staff will communicate with all pupils in a way that has meaning for pupils - pictures/PODD/PECS and modelling.</b>	
				<ul style="list-style-type: none"> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>	Y	<b>In place</b>	

#### D. Premises and Buildings

23. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required	4			<ul style="list-style-type: none"> <li>A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to <b>September start</b></li> </ul>	Y	<b>In place</b>	
				<ul style="list-style-type: none"> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include: <ul style="list-style-type: none"> <li>more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach</li> <li>the regular cleaning of toilets</li> </ul> </li> </ul>	Y	<b>Additional cleaner contracted Staff clean as they go</b>	
				<ul style="list-style-type: none"> <li>Working hours for cleaning staff are increased</li> </ul>	Y	<b>In place</b>	
24. Queues for toilets and handwashing risk non-compliance with reduction of contacts and <b>maximising distance</b> measures	4			Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.	Y	Separate bathrooms allocated to each bubble for students, one person at a time. But due to needs, distancing cannot be	



						maintained. Use of PPE for staff to mitigate risks, however some children may pull staff PPE off.	
				<ul style="list-style-type: none"> <li>The toilets are cleaned frequently as laid out in the enhanced cleaning schedule</li> </ul>	Y	Children's bathrooms cleaned after each use	
				<ul style="list-style-type: none"> <li>Monitoring ensures a constant supply of soap and paper towels</li> </ul>	Y	In place	
				<ul style="list-style-type: none"> <li>Bins are emptied regularly.</li> </ul>	Y	In place	
				<ul style="list-style-type: none"> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>		Our students need support due to their SEND. Staff will communicate with all pupils in a way that has meaning for pupils - pictures/PODD/PECS and modelling.	
25. Fire procedures are not appropriate to cover new arrangements	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 reduction of contacts and maximising distance rules during evacuation and at muster points</li> <li>A possible need for additional muster point(s) to where possible</li> </ul> </li> </ul>		Additional fire wardens trained in each zone, including Copthall. Assembly points distanced accordingly. All classrooms have fire exit and all shared areas have a fire exit.	
				<ul style="list-style-type: none"> <li>Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities)</li> </ul>	Y	In place. Additional H&S training at INSET and at induction for all new staff.	
				<ul style="list-style-type: none"> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	Y	In place	
26. Fire evacuation drills - unable to apply reduction of contacts	4			<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which are in line with the School Fire Strategy plan</li> </ul>	Y	Half termly – weekly H&S item on agenda	

and maximising distance procedures effectively			<ul style="list-style-type: none"> <li>Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.</li> <li>Consider access route for teachers and pupils with mobility issues, as reduction of contacts and maximising distance measures may not be possible during an emergency</li> </ul>		<p><b>All updated in September. New plans written for new students.</b></p> <p><b>All our students have PEEPs – shared with parents</b></p>	
27. Fire marshals absent due to self-isolation	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	<b>In place – SLT and office staff to assist</b>	
28. All systems may not be operational	3		<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate</li> </ul>	Y	<b>In place. Any update communicated via weekly briefings and staff meetings, and in writing to parents.</b>	
			<ul style="list-style-type: none"> <li>All systems have been recommissioned including: Water systems (particularly legionella testing and controls in place) Electrical and gas safety checks Emergency escapes, lighting and fire detection systems Security systems Lifts and escalators Heating Ventilation systems <b>Mechanical ventilation systems should be checked before reopening</b></li> </ul>	Y	Additional works/maintenance and checks over the summer	
29. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4		<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> </ul>	Y	<b>In place</b>	
			<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> <li>The following guidance has been followed where appropriate:</li> </ul>	Y	Barnet pools have continued services and checks. Pool was emptied in July to prepare for re-lining. Barnet pool will attend prior to re-opening the pool.	<b>To be finalised in September</b>

				<a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a>		Boilers serviced and work undertaken over the summer.	
30. Lack of good ventilation means that there is risk of transmission				<ul style="list-style-type: none"> <li>Ensure good <b>natural</b> ventilation in classrooms and common areas e.g. through opening a windows, <b>doors etc</b></li> </ul>	<b>Y</b>	Staff receive weekly reminders to maintain ventilation in class	
				<ul style="list-style-type: none"> <li>Identify poorly ventilated areas and decide how to improve ventilation There are some simple ways to identify poorly ventilated areas: <ul style="list-style-type: none"> <li>Look for areas where people work and where there is no mechanical ventilation or natural ventilation such as open windows, doors, or vents</li> <li>Check that mechanical systems provide outdoor air, temperature control, or both. If a system only recirculates air and has no outdoor air supply, the area is likely to be poorly ventilated</li> <li>Identify areas that feel stuffy or smell bad</li> </ul> </li> </ul>			
				<ul style="list-style-type: none"> <li>If the school has carbon dioxide (CO2) monitors, consider using these to monitor ventilation level, If there is a build-up of CO2 in an area it can indicate that ventilation needs improving.</li> <li>Although CO2 levels are not a direct measure of possible exposure to COVID-19, checking levels using a monitor can help you identify poorly ventilated areas.</li> </ul>		In addition the the DfE supply, CO2 monitors ordered, received and installed for all classrooms	
				<ul style="list-style-type: none"> <li>Carry out an assessment of fresh air (ventilation) in the workplace – Use the HSE link below to undertake the assessment and make appropriate adjustment.</li> </ul>		Carried out August 2021	
				<ul style="list-style-type: none"> <li>Follow guidance in the following link: <ul style="list-style-type: none"> <li><a href="#">air conditioning and ventilation during the coronavirus outbreak.</a></li> <li><a href="https://www.cibse.org/coronavirus-covid-19">https://www.cibse.org/coronavirus-covid-19</a></li> </ul> </li> </ul>		In place	

31. Visitors to the site (including parents) add to the risk	4			<ul style="list-style-type: none"> <li>Limit the external visitors to the school during school hours. The school needs to weigh up the risks (how many sites they visit, how many individuals there are coming, how close they get to pupils &amp; staff, etc) versus the specific benefits for each group before deciding whether the visit is allowable.</li> </ul>		Visitors kept to absolute necessary (i.e. maintenance or repairs only). Visitors questionnaire and check in QR code for “track and trace” purpose	
				<ul style="list-style-type: none"> <li>Signage giving routes, procedures, entrances and exits to be followed.</li> </ul>	Y	In place	
				<ul style="list-style-type: none"> <li>Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.</li> </ul>	Y	Sanitising stations at reception. Sanitisers and wipes available in all areas affected. “Used pens” box at reception	
				<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	In place, any meeting not taking place remotely is in a well ventilated room with sufficient space to distance well within the seating capacity and use of face coverings is maintained. Any discussions with parents who drop off/collect their children take place outdoors, with use of PPE	
				<ul style="list-style-type: none"> <li>Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings ‘virtually’ where possible.</li> </ul>	Y	All Annual Reviews, transition meetings, CIN/CP core groups and parents’ consultation held remotely if possible	
32. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and	4			<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	Aside from necessary maintenance visits no works planned Emergency work to be completed when no-one is	

maximising distance and infection control						onsite where possible, if not, use of track and trace visitors' questionnaire in place, hygiene, PPE	
				<ul style="list-style-type: none"> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe</li> </ul>	Y	See above	
				<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 reduction of contacts and maximising distance is maintained at all times.</li> </ul>	Y	Use of track and trace visitors' questionnaire and policy in place, hygiene, PPE	
				<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> </ul>	Y	Use of track and trace visitors' questionnaire and policy in place, hygiene, PPE	
				<ul style="list-style-type: none"> <li>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).</li> </ul>	Y	Aside from necessary maintenance visits no works planned Emergency work to be completed when no-one is onsite where possible, if not, use of track and trace visitors' questionnaire in place, hygiene, PPE	

**E. General**

33. 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	3			<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on the system of controls: protective measures regarding COVID-19 and its implications for the school.</li> </ul>	Y	Additional appendices for Visitors' policy and safeguarding policy Remote learning policy in place	
				<ul style="list-style-type: none"> <li>The school has carried out a full Health and Safety Risk Assessment to ensure it is compliant with Government guidelines</li> </ul>	Y	All up to date. Whole school risk assessment and outbreak management plan in	

						place and reviewed regularly. Any amendments shared with staff on INSET, induction and weekly staff meetings.	
				<ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	Y	Letters, home/school agreement and Inductions	
34. Curriculum/ Learning Environment				<ul style="list-style-type: none"> <li>Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.: <ul style="list-style-type: none"> <li>in PE - sports equipment thoroughly cleaned between each use by different individual groups. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, <b>maximising distancing</b> between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>In music lessons physical distancing and playing outside will be done wherever possible</li> </ul> </li> <li><b>If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.</b></li> <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	<p>All in place. RAs for all offsite activities where risks may be higher. Timetabled indoor areas cleaned after each use, and used by one bubble on any given day to minimise cross-infections. Bubbles only mix with others outdoors</p> <p>Bubbles remain in place indoors.</p> <p>Maintaining physical distancing and 'sideways instruction' is going to be difficult due to the students' needs. PPA teachers who go across zones and bubbles wear enhanced PPE and adopt a front of class delivery style where possible.</p>	
35. Key stakeholders are not fully informed	4			<ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place:</li> </ul>		INSET, induction and weekly staff meetings.	

<p>about changes to policies and procedures due to COVID-19, resulting in risks to health</p>				<ul style="list-style-type: none"> <li>○ Staff (inc staff at breakfast club and after school activities)</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> <li>○ Neighbouring schools/EY settings</li> <li>○ Highways department</li> </ul>		<p>Regular liaison with Governors RAs shared with all stakeholders Letters and home/school agreement sent to parents Regular Zoom meetings for staff and governors Regular texts sent to alert of any changes, and links to relevant letters/emails</p>	
<p>36. Pupils who are unable to attend school because they are complying with clinical and/or public health advice are not receiving access to remote education</p>	<p>4</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 1st Sept</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 collection)</li> </ul> </li> <li>● For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan</li> </ul>	<p>Y</p>	<p>Letter sent to existing students and new students in July. Update end of August with summary of protective steps the school is continuing to take.</p>	
				<ul style="list-style-type: none"> <li>● All state-funded schools should provide remote education for school-aged children who are unable to attend school due to following government guidance or law relating to COVID-19 (for example if they need to self-isolate, or if they have tested positive but are well enough to learn from home).</li> <li>● Schools should provide remote education equivalent in length to the core teaching your child would usually get in school.</li> <li>● School is aware of current guidelines for remote learning</li> </ul>	<p>Y</p>	<p>In place via Google classrooms Policy in place</p> <p>All teachers aware and maintain resources available updated and reflecting curriculum taught in class</p> <p>Zoom sessions x2 daily in addition for all students isolating</p>	

				<ul style="list-style-type: none"> <li>Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis.</li> </ul>	Y	All students who shielded part of the year in 2020-21 are expected to be back apart from 1 who is receiving palliative support and who will benefit from joint services from The Pavilion.	
				<ul style="list-style-type: none"> <li>Parents have been asked to make the school aware of pupils' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> </ul>	Y	Via regular communication from school – letters and text reminders as well as the home/school agreement	
				<ul style="list-style-type: none"> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y	In place in collaboration with the school nurse	
				<ul style="list-style-type: none"> <li>Staff are available to ensure pupils at home continue to be provided with remote education</li> </ul>	Y	In place	
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			<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	Mental health champion – Sue Hart	
				<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	Headteacher and DHT Additional designated staff at Copthall provision	
				<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	Class teachers – know their pupils. Agenda item at all meetings	
				<ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>	Y	Through curriculum topics and online support from Young Minds and CYPMHS	
38. The mental health of staff has been adversely affected during the period that the school has been closed and by the	3			<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> </ul>	Y	Wellbeing and Mental Health Champion appointed – Sue Hart (DHT). Staff council is also running. Wellbeing promoted with regular events, access to	



COVID-19 crisis in general						counselling and weekly item in staff meetings.	
				<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	Staff-Wellbeing Policy Agenda item for all meetings	
				<ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing</li> </ul>	Y	Agenda item for all meetings	
				<ul style="list-style-type: none"> <li>Staff briefings/training on wellbeing are provided.</li> </ul>	Y	Staff council, SLT and notice board reminders	
				<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Y	INSET, Induction and Staffroom Noticeboards Meetings	
39. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2				Y	All meetings set up throughout the year as per the recommended schedule. Headteacher and Chair of Governors met over the summer and more regularly for updates	
				<ul style="list-style-type: none"> <li>The governing body continues to meet regularly.</li> </ul>			
				<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	Clerk of Governors with support from the LA's GAO	
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	See GB Minutes and HT Report	
				<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	HT and Chair in regular contact	
<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	In place - ongoing					

40. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3			<ul style="list-style-type: none"> <li>Guidance on NHS test and trace has been published.</li> </ul>	Y	Shared via staff and parents letters in July and August.	
				<ul style="list-style-type: none"> <li>From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.</li> </ul>	Y	Class registres confirm daily staffing to facilitate track and trace process in the event NHS test and trace require assistance.	
				<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>	Y	Shared via staff letters in July and August. Reminders at INSET and Induction for new staff	
				<ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>	Y	Through SLT and regular contact	
41. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4			<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	Office staff reporting to DfE daily Office staff call parents at each absence to gather reason – if a child has symptoms, parents are asked to undertake a test (which is offered from the school supply) or isolate for 10 days. Staff liaise with HT when unwell to inform if a test should be undertaken and any track and trace process	
				<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 test and trace for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.</li> </ul>	Y	SLT also ensures all contacts identified internally and families supported with organising tests or isolating.	

			<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 extremely vulnerable</b> should these apply</li> </ul>	Y	Regular letters, text reminders and home/school agreement at the beginning of term.	
			<ul style="list-style-type: none"> <li>A record of any COVID-19 symptoms in staff or pupils is recorded</li> </ul>	Y	Ongoing If appropriate HT notifies LA/PHE	
42. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	4		<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	Letters issued to current parents and staff as well as new parents and staff in July with latest information and guidance which will be observed in September	
			<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Y	INSET + induction Social stories	
			<ul style="list-style-type: none"> <li>Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.</li> </ul> <p>Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home.</p>	Y	In place Supply of test kits issued in July for the summer and early September. Order for additional tests placed end of July.  No ATS for students as they cannot give consent. Tests sent home for parents to undertake (not compulsory due to our students' needs). New Orient Gene nasal swab tests may be easier for parents to administrate.	
			<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	Letters and comms will be issued as the situation changes or the guidance is updated	

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 including test and trace	4			<ul style="list-style-type: none"> <li>From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.</li> </ul>	Y	Bubbles remain as a precaution and class staff register to assist with the process	
				<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>		Issued and reminders regularly	
				<ul style="list-style-type: none"> <li>The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.</li> </ul>		Support from Office staff/SLT to ensure parents understand their responsibility Close liaison with SEN transport to ensure transparency and mitigate any risk of unnecessary cross contamination	
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Y	INSET + Induction	
				<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	As it arises	
44. Staff, parents and carers are not aware of recommendations on transport to and from school	4			<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. (See Risks 11 and 12).</li> <li>Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures</li> </ul>		Almost all pupils are brought to school by Barnet SEN Transport. These arrangements will not reflect our zone bubbles. There is a significant risk of cross contamination via travel to and from school, but it is mitigated by the continued use of enhanced PPE on buses, temperature checks and the confirmation that transport	

						staff have been vaccinated.	
--	--	--	--	--	--	-----------------------------	--