COVID-19: Operational Risk Assessment for School Reopening

SCHOOL NAME: Mapledown School

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Steve Carroll - Headteacher	June 1st 2020 for consultation	June 26th 2020	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:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 20012 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)	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/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

| Determine Capacity of School Building | → | Determine Staff Available to Work On-site | → | Liaise with Parents Regarding Intention to Return to School | → | Undertake Risk Assessment and Action Plan | → | Share Re-opening Plans with Governing Body and Staff | → | Make Necessary Adaptations to Site | → | Complete Identified Actions | → | Determine Remote Learning Offer | → | Inform Parents of Re-opening Plans and Expectations |

Suggested Steps of Re-opening Preparation:

Risk matrix

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

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)
				A. Staffing Resources			
1. Risk that there are Insufficient staff to support all the pupils to be in school in all	3	3	9	● Audit staff availability from the start of the week when limited numbers of pupils will be attending.	Yes	**Need to create Staff Rota A & B who will work alternate weeks**	9

the year groups proposed by the DfE					● Establish how many and which staff will be available, through RAG rating (vulnerable staff/those fit for work)	Yes	Where possible staff will work from home – others will be organised to limit contact with a small number of pupils and staff	
					● 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	Yes	Done	
					● Flexible and responsive use of teaching assistants (note DfE guidance on one teacher per group or one TA supervised by a teacher)	Yes	Done	
					● For pupils who need a high level of adult support, including those with special educational needs, ensure that there are at least two staff members available to support the pupil. Some pupils, for example those with Autism will need to be supported by the same adults, where possible	Yes	Done	
					● Full use is made of testing to inform staff deployment	Yes	Done – at Induction	
					● Ensure there is the capacity within the staff to deliver on site learning (for those attending school) and home learning (for those who are still at home)	Yes	Staff working from home will provide ongoing home school support	
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	3	9		● The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.	Yes	All staff have been contacted and some have feedback to HT regarding their personal circumstances	9
					● Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.	Yes	Done - ongoing	

				● Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.	**Yes**	**Done**	
				● Full use is made of testing to inform staff deployment.	**Yes**	**Done - ongoing**	
				● A blended model of home learning and attendance at school is utilised until staffing levels improve.	**Yes**	**Done**	
				● For pupils with SEN use of an individual Risk Assessments.	**Yes**	**See Individual RA's**	
3. Risk of infection of **extremely clinically vulnerable** members of the household of a member of staff.	**4**	1	4	● Staff member only attends work if stringent social distancing can be adhered to; otherwise they should be encouraged to work at home	**Yes**	**Staff identified as extremely clinically vulnerable will work at home.**	**4**
4. Risk of not covering essential functions (first-aid, DSL, SENCo).	**3**	3	9	● Provide cover for the role from within available staffing	**Yes**	**Senior staff on site at all times**	**9**
				● First Aid certificates extended for 3 months	**Yes**	**Done**	
				● Follow Covid19-First responders guidance when administering emergency first aid as social distancing may not be possible to maintain while attending to individuals.	**Yes**	**Done**	
				● Programme of training for additional staff in place (e.g. Safeguarding)	**Y**	**New 'Working Practices' Guidelines have been written and staff inducted.**	
5. Risks to health and safety because staff are not trained in new procedures.	**3**	2	6	● A revised staff handbook – Information Sheets - is issued to all staff prior to reopening.	**Yes**	**Done – See New Working Documents 1-17**	**6**
				● Induction and CPD programmes are in operation for all staff prior to reopening, and include: 　o Infection control 　o Fire safety and evacuation procedures 　o Constructive behaviour management	**Yes**	**See Above**	

				o Safeguarding			
				o Risk management			
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**	3	12	● 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	**Yes**	**We have identified staff who are 'clinically extremely vulnerable' who will NOT come to school and also those who are 'clinically vulnerable'.** **'Clinically vulnerable staff' will be Risk Assessed and employed in 'low risk' roles.**	**12**
				● 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	**Yes**	**Done**	
				● 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	**Yes**	**Done**	
				● Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable	**Yes**	**Done**	
				● All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance.	**Yes**	**Done**	
				● Current government guidance is being applied.	**Yes**	**Ongoing**	
B. Teaching Spaces, the Learning and School Environment							

7. Risk that there is insufficient accommodation to support pupils attending	3	2	6	● Audit accommodation in order to establish how many class groups can be accommodated at any one time (size of group is dependent on space available)	Yes	We plan to open for around 12 pupils divided and organised into 'bubbles'. These 'bubbles' will be supported by small staff groups working alternate weeks.	6
				● Take account of the needs of individual pupils, including those with SEN.	Yes	ongoing	
				● Classes and outdoor areas remodelled to allow for individual workstations as appropriate and social distancing	Yes	Done - ongoing	
				● Spare chairs and other furniture removed so cannot be used	Yes	Done	
				● Protocols around 'social distancing' shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood social distancing. Where a pupil does not understand 'social distancing', accommodation needs to take account of this, and space identified where the pupil and those supporting them can go.	Yes	Our pupils have little or no concept of the need to socially distance so we will arrange our school to limit contact between class teams and some pupils may not be able to come to school at all as a result of our Individual Risk Assessments. E.g. Challenging Behaviour	
				● Clear signage displayed in classrooms promoting social distancing	Yes	Done	
				● 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'.	Yes	Our plan is to create 'learning bubbles' across the school limiting movement and reducing contact between groups	

8. Risk of transmission in large spaces used as classrooms/ teaching spaces	3	3	9	● Limits are set for large spaces e.g. dining hall, school hall, sports hall	Yes	Not in use	9
				● Large gatherings are not permitted	Yes	Done	
				● Design and layout and arrangements in place to allow for social distancing	Yes	Done	
9. Risks of transmission during use of the outdoor learning environment for young children	3	3	9	● Leadership are realistic about social distancing and young children in outside spaces	Yes	**New Working Practices Documents will be ready for staff induction prior to school reopening**	9
				● Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside	Yes	Done	
				● Close down drinking fountains and provide individual water bottles for children	Yes	Done	
				● Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances	Yes	Done	
				● Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam	Yes	**To be completed before we reopen**	
				● Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available	Yes		
				● Outside spaces are divided and demarked for smaller groups of children to use to facilitate children staying in their smaller groups	Yes	Done	
				● Where outside space must be shared arrangements for cleaning between groups are in place	Yes	Done	
				● Resources are limited to facilitate effective cleaning daily	Yes	**To be completed before we reopen**	
				● Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc for individual children to use, with	Yes	Done - ongoing	

					their names or arrange for bikes to be wiped down by an adult, between use by the children			
				●	Consider the removal or covering or 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	**Yes**	**Done - ongoing**	
10. Risks of transmission due to movement around the school.	**4**	3	12	●	Arrange for corridors to be one-way where possible	**Yes**	**In place**	**12**
				●	Clear signage and markers for the youngest children	**Yes**	**Done**	
				●	Corridors are divided where feasible	**Yes**	**Done**	
				●	Pinch points and bottle necks are identified and managed	**Yes**	**Done - ongoing**	
				●	Movement of pupils and staff around the school is minimised	**Yes**	**Done**	
				●	Pupils are reminded regularly of social distancing protocols	**Yes**	**Done - ongoing**	
				●	Appropriate duty rota and levels of supervision in place	**Yes**	**Done - ongoing**	
11. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	**4**	3	12	●	Start and departure times are staggered	**Yes**	**Done - ongoing**	**12**
				●	Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces	**N/A**	**Done - ongoing**	
				●	Stagger time for SEN Transport drop offs and pick ups	**Yes**	**Done - ongoing**	
				●	Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department	**N/A**		
				●	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	**Yes**	**Done - ongoing**	

				● 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.	**Yes**	**Done - ongoing**	
				● Identify drop off and pick up waiting areas that can retain social distancing	**Yes**	**Done - ongoing**	
				● Extend gate/entrance opening times to prevent queueing	**Yes**	**Done - ongoing**	
				● Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes	**Yes**	**Done - ongoing**	
				● A plan is in place for managing the movement of people on arrival to avoid groups of people congregating	**Yes**	**Done - ongoing**	
				● Floor markings visible to all to avoid queuing	**Yes**	**Done - ongoing**	
				● Parents given advice on walking/cycling to school, avoiding public transport and minimising driving	**N/A**		
				● Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage	**N/A**		
				● Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space	**N/A**		
12. 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**	3	9	● Advice to pupils and families on maintaining road safety procedures despite changes.	**Yes**	**Done - ongoing**	**9**
				● For those that have to drive, advice on places they should and should not pick up, drop off and park	**Yes**	**Done - ongoing**	
				● Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.	**N/A**		

				• Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.	**N/A**		
				• Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc.	**N/A**		
				• Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required.	**N/A**		
13. Risk of transmission because pupils do not observe agreed protocols of social distancing at playtimes	**3**	**4**	12	• Playtimes are staggered	**Yes**	**Done - ongoing**	**12**
				• External areas are designated for different groups	**Yes**	**Many classes already have their 'own' fenced off play spaces and we will rota play spaces for others.**	
				• Pupils are reminded about the protocols of social distancing before every playtime	**Yes**	**Done – ongoing – where we can**	
				• Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.	**Yes**	**Done - ongoing**	
14. Risk of transmission because pupils do not observe agreed protocols of social distancing at lunchtimes	**3**	**4**	12	• Pupils are reminded about the protocols of social distancing before every lunchtime	**N/A**	**Packed lunches will be taken in class bubbles**	**12**
				• Pupils wash their hands before and after eating	**Yes**		
				• Dining room areas and other spaces are configured to ensure social distancing measures are in place when the children eat	**N/A**	**School Hall NOT in use for lunch**	
				• Floor markings are clear to avoid queues	**Yes**	**Done**	
				• 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	**Yes**	**Done - ongoing**	

				● If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food	Y	Done - ongoing	
				● Eating areas are thoroughly cleaned after lunchtime	Yes	Done - ongoing	
15. Staff rooms and offices do not allow for observation of social distancing guidelines	4	3	12	● Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing	Yes	Our staffroom – has soft seating chairs. These will NOT be used. Staff can use hard chairs or take breaks in other designated rooms	12
				● Staff have been briefed on the use of these rooms	Yes	Done – at Induction	
16. The configuration of medical rooms may compromise social distancing measures	3	3	9	● Social distancing provisions are in place for medical rooms	Yes	Done - ongoing	9
				● Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged	Yes	Use of 'Transition Room' will be identified our isolation room	
				● PPE available if staff dealing with pupil with symptoms ●	Yes	Done - ongoing	
				● Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas	Yes	See Cleaning Rotas	
17. Groups of people gather in reception areas which may contravene social distancing guidelines	3	3	9	● Parents are made aware of new school procedures prior to their children starting back at school	Yes	All families are in routine contact with their class teachers and our website contains updates	9
				● Social distancing floor markings are clearly in place	Yes	Done	
				● Social distancing protocols and guidance are clearly displayed to protect those staff on reception duty	Yes	Done	
				● Non-essential visitors to school and deliveries are minimised	Yes	Done - ongoing	

				● Arrangements are in place for visitors to stay apart	**Yes**	**Done - ongoing**	
C. Hygiene and protective controls							
18. Risk that social distancing between pupils and between staff and pupils is difficult or impossible to maintain, leading to a risk of transmission.	**3**	**4**	**12**	● Ensure frequent hand cleaning and good respiratory hygiene practices	**Yes**	**Done - ongoing**	**12**
				● Regular cleaning	**Yes**	**Staff deployed as 'cleaners' throughout the day**	
				● Minimise contact and mixing (see above)	**Yes**	**Done - ongoing**	
				● See sections above re start and end of day arrangements, playtimes and break times			
19. Risk of staff or children with the virus coming into school when symptoms are not clear.	**4**	**4**	**16**	● Testing of staff or pupils	**Yes**	**Done - ongoing**	**16**
				● Make arrangements to isolate anyone with symptoms and have clear guidance and protocols	**Yes**	**Done - ongoing**	
				● PPE on hand.	**Yes**	**Done - ongoing**	
20. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	**4**	**3**	**12**	● 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.	**Yes**	**Done - ongoing**	**12**
				Establish arrangements for all frequently touched surfaces and equipment e.g. ● door handles ● handrails ● tabletops ● play equipment ● toys ● electronic devices (such as phones) ● specialist equipment, including equipment used by pupils with SEN	**Yes**	**Cleaning rotas in place**	
				● When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.	**Yes**	**Done - ongoing**	

				● Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.	Yes	Done - ongoing	
				● Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom.	Yes	Done - ongoing	
				● Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books	Yes	**Classrooms have sinks and soap and a ready supply of sanitiser**	
				● 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.	Yes	**Done – at Induction**	
				● There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school.	Yes	**Done - ongoing**	
21. Risk of virus spreading because the school has insufficient materials and equipment	**4**	3	12	● Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms	Yes	**Sanitisers will be available across the school. Some classrooms have a weak hot water supply but better taps are not far away**	**12**
				● Use of hand sanitisers at appropriate locations	Yes	**Done - ongoing**	
				● Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,	Yes	**In place by June 15th Awaiting delivery**	
				● Bins to be double bagged and emptied	Yes	**We have a weekly collection of 'Hazardous' waste already in place**	

				● Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom	**Yes**	**Done - ongoing**	
22. Provision and use of PPE for staff where required is not in line with government guidelines	**3**	**3**	**9**	● Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.	**Yes**	**Done - ongoing**	**9**
				● Those staff required to wear PPE 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	**Yes**	**Done - ongoing**	
				● Staff are reminded that the wearing of gloves is not a substitute for good handwashing	**Yes**	**Done - ongoing**	
23. Pupils forget to wash their hands regularly and frequently	**4**	**4**	**12**	● Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.	**Yes**	**Done- ongoing**	**12**
				● Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently	**Yes**	**Ongoing as new guidance emerges**	
				● School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.	**Yes**	**Ongoing**	
24. Pupils' behaviour on return to school does not comply with social distancing guidance	**4**	**5**	**20**	● 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	**Yes**	**Our pupils need for close personal contact with many of their daily support needs alongside their cognitive delay will present us with major challenges. Keeping to one pupil per class with a team of two or three adults should help us manage and minimise risks**	**20**
				● Staff model social distancing consistently.	**Yes**	**ongoing**	
				● The movement of pupils around the school is minimised.	**Yes**	**Done - ongoing**	
				● Large gatherings are avoided.	**Yes**	**Done**	

				● Break times and lunch times are structured to support social distancing and are closely supervised	**Yes**	**Done - ongoing**	
				● The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.	**Yes**	**See New Working Practices Documents**	
				● Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.	**Yes**	**ongoing**	
				● Messages to parents reinforce the importance of social distancing.	**Yes**	**ongoing**	
				● Arrangements for social distancing for pupils with SEN have been agreed and staff are clear on expectations.	**Yes**	**At induction**	
D. Premises and Buildings							
25. 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 required	**4**	**3**	**12**	● A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.	**Yes**	**Done**	**12**
				● An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.	**Yes**	**Done**	
				● Working hours for cleaning staff are increased	**Yes**	**Not required**	
26. The use of fabric chairs may increase the risk of the virus spreading	**3**	**4**	**12**	● Take fabric chairs out of use where possible.	**Yes**	**Done**	**12**
				● Where that is not possible then ensure that chairs are limited to single person use.	**Yes**	**Done**	
27. Queues for toilets and handwashing risk non-compliance with social distancing measures	**4**	**3**	**12**	● Queuing zones for toilets and hand washing have been established and are monitored.	**Yes**	**Done**	**12**
				● Floor markings are in place to enable social distancing.	**Yes**	**Done**	
				● Pupils know that they can only use the toilet one at a time.	**Yes**	**Staff will supervise**	

				● Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.	**Yes**	**Staff will supervise**	
				● The toilets are cleaned frequently.	**Yes**	**After each use – cleaning products in place**	
				● Monitoring ensures a constant supply of soap and paper towels	**Yes**	**See cleaning rota**	
				● Bins are emptied regularly.	**Yes**	**See cleaning rota**	
				● Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.	**Yes**	**Wherever possible**	

28. Fire procedures are not appropriate to cover new arrangements	**4**	**3**	**12**	● Fire procedures have been reviewed and revised where required, due to:
				  ○ Reduced numbers of pupils/staff
				  ○ Possible absence of fire marshals
				  ○ The need to apply social distancing rules during evacuation and at muster points
				  ○ A possible need for additional muster point(s) to enable social distancing where possible
					Yes	**Done**	**12**

				● Staff and pupils have been briefed on any new evacuation procedures	**Yes**	**At Induction**	
				● Incident controller and fire marshals have been trained and briefed appropriately.	**Yes**	**At Induction**	
29. Fire evacuation drills - unable to apply social distancing effectively	**4**	**2**	**8**	● Plans for fire evacuation drills are in place which are in line with social distancing measures.	**Yes**	**Done**	**8**
				● Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.			
				● Consider access route for teachers and pupils with mobility issues, as social distancing			

				measures may not be possible during an emergency			
30. Fire marshals absent due to self-isolation	**4**	2	8	● An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.	**Yes**	**Senior staff and office staff will always be on site**	**8**
31. All systems may not be operational	**3**	3	9	● Government guidance is being implemented where appropriate.	**Yes**	**Ongoing**	**9**
				● All systems have been recommissioned.	**Yes**	**All tasks to be completed before June 15th 2020**	
32. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	**4**	2	8	● All statutory compliance is up to date.	**Yes**	**Done**	
				● Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.	**Yes**	**All tasks to be completed before June 15th 2020**	**8**
33. Visitors to the site (including parents) add to the risk	**4**	2	8	● Signage giving routes, procedures and entrances to be followed.	**Yes**	**All tasks to be completed before June 15th 2020**	**8**
				● Limit the external visitors to the school during school hours	**Yes**	**Done**	
				● Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.	**Yes**	**Done**	
				● 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)	**Yes**	**Done**	
				● Hold SEN meetings such as Annual Reviews 'virtually'	**Yes**	**In place**	
34. Contractors on-site whilst school is in operation may pose a risk to social	**4**	3	12	● Ongoing works and scheduled inspections for schools (e.g. estates related) have been	**Yes**	**Only necessary inspections and testing planned**	**12**

distancing and infection control						
				designated as essential work by the government and so are set to continue.		
				● An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe	**Yes**	**Done**	
				● 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.	**Yes**	**Done**
				● Temperature checks are carried out on arrival and before entering the school building	**Yes**	**Infrared thermometers in place**
				● 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.	**Yes**	**Only emergency or strictly necessary work will be carried out**
				● Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.	**Yes**	**Done - ongoing**
				● In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).	**Yes**	**Done**
E. General						
35. 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**	**2**	**6**	● All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.	**Yes**	**Induction into our Covid 19 new 'Working Practices Information Sheets' will be completed before school reopens**	**6**
				● The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure. (LBB will issue guidance on this shortly)	**Yes**	**Done and under constant review as new guidelines emerge**	

				● Staff, pupils, parents and governors have been briefed accordingly.	**Yes**	**Done - ongoing**	

36. Curriculum/Learning Environment	**3**	**2**	**6**	● Consider what activity is more difficult/ not possible to be undertaken with social distancing in place.
				 ● Each activity should be risk assessed and should not be run unless the risks can be mitigated
				    -PE
				    -Practical lessons
					Yes	**Our initial focus will be on pupil's social and emotional wellbeing**	**6**

				● 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.			

37. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	**4**	**2**	**8**	● Communications strategies for the following groups are in place:
				    o Staff
				    o Pupils
				    o Parents
				    o Governors/Trustees
				    o Local authority
				    o Health services
				    o Professional associations
				    o Other partners
					Yes	**Induction for all staff is planned prior to school re-opening.**
						 Our plans will be shared with all stakeholders for comment/feedback
							8

				● Parents are communicated with to make sure they know:
				    o whether their child will be able to attend from the week commencing 15 June
				    o what protective steps you're taking to make the school a low-risk place for their child
				    o what you need them to do (such as on drop off and collection)
					Yes	**Done - ongoing**	

				● For pupils with SEN, consideration should be given to the use of the individual Risk Assessments			
38. 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	● Parents have been provided with clear guidance and this is reinforced on a regular basis.	Yes	**Ongoing**	8
				● 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.	Yes	**All parents have been contacted and our school nurse has records of all pupils health care needs**	
				● The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.	Yes	**75% of families are NOT looking for a school place in June**	
				● Schools have a regularly updated register of pupils with underlying health conditions.	Yes	**Done**	
39. 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	● There are sufficient numbers of trained staff available to support pupils with mental health issues.	Yes	**Only in the broadest sense**	6
				● There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.	N/A	**Almost all of our pupils are non-verbal but we would notice signs of distress. Class staff know their pupils very well.**	
				● 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).	Yes	**Wherever possible and appropriate**	
				● Resources/websites to support the mental health of pupils are provided.	Yes	**Updates weekly**	
40. The mental health of staff has been adversely affected	3	3	9	● Staff are encouraged to focus on their wellbeing.	Yes	**All staff are reminded of the support that they can freely access either**	9

during the period that the school has been closed and by the COVID-19 crisis in general						**by phone to the EAP or through Qwell. This will be highlighted again at our return to work induction**	
				● Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.	**Yes**	**Done - ongoing**	
				● Staff briefings and training have included content on wellbeing	**Yes**	**At Induction**	
				● Staff briefings/training on wellbeing are provided.	**Yes**	**At Induction**	
				● Staff have been signposted to useful websites and resources.	**Yes**	**At Induction**	
41. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	**2**	3	6	● The governing body continues to meet regularly via online platforms.	**Yes**	**Ongoing**	**6**
				● The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.	**Yes**	**Ongoing**	
				● 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.	**Yes**	**Ongoing**	
				● Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.	**Yes**	**Ongoing**	
				● Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.	**Yes**	**Ongoing**	
42. Testing is not used effectively to help manage staffing levels	**3**	**3**	**9**	● Guidance on getting tested has been published.	**Yes**	**See 'New Working Practices' Documents**	**9**
				● The guidance has been explained to staff	**Yes**		

and support staff wellbeing				● Post-testing support is available for staff.	**Yes**	**See Staff Wellbeing comments above**	
43. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	**4**	**2**	**8**	● Robust collection and monitoring of absence data, including tracking return to school dates, is in place.	**Yes**	**Ongoing**	
				● 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.	**Yes**	**Done**	
				● Pupils, parents and staff are aware of what steps to take if they, or any member of their household, display symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically vulnerable** and **clinically extremely vulnerable** should these apply	**Yes**	**Ongoing in line with emerging guidance**	
				● A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority.	**Yes**	**Done**	
44. 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**	● 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.	**Yes**	**Ongoing in line with emerging guidance**	**8**
				● This guidance has been explained to staff and pupils as part of the induction process.	**Yes**	**Via website and at Induction**	
				● Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	**Yes**	**Ongoing**	
45. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed	**4**	**2**	**8**	● Staff 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.	**Yes**	**At Induction**	**8**

case of COVID-19 in the school				● This guidance has been explained to staff and pupils as part of the induction process.	**Yes**	**At Induction**	
				● Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	**Yes**	**Ongoing**	
46. Staff, parents and carers are not aware of recommendations on transport to and from school	**4**	**2**	**8**	● 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).	**Yes**	**All pupils require SEN transport to and from school. We have offered late starts and early finishes to those who have no choice but to use public transport**	**8**