

Moat House Primary School COVID-19: Operational risk assessment for school remaining open

Assessment conducted by:	Alasdair Black	Job title:	Headteacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
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Date of assessment:	08.10.2020	Review interval:	Fortnightly	Date of next review:	22.10.2020
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Risk matrix

Risk rating High (H), Medium (M), Low (L)	Likelihood of occurrence		
	High (very likely)	Medium (possible)	Low (remote)

Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)
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1. Establishing a gradual and safe approach for pupils and staff to return to school:

1.1 Establishing if the building is safe following an extended closure

<p>Health and safety risk assessments have not been reviewed. The health and safety audit is overdue.</p>	L	<ul style="list-style-type: none"> Health and safety audit conducted by nominated staff and Governor Classroom audits undertaken using the HSE Health and safety risk checklist for classrooms Risk assessments are reviewed fortnightly, mitigation strategies are in place and communicated to staff with appropriate training covering: <ul style="list-style-type: none"> Different areas of the school Procedures for when pupils and staff enter and leave school Planned movement around the school during lesson, break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	<p>Y Y Y</p>	<p>Pupils are restricted to the same area of the school in year group 'bubbles'</p> <p>There are staggered finish times, break times and lunchtimes.</p> <p>Movement is restricted to the year group 'bubble' and use of the outdoors area.</p> <p>Equipment is not shared – children have their own packs.</p> <p>Equipment is regularly cleaned / disinfected.</p> <p>Additional hand sanitisers have been fitted.</p>	L
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Statutory compliance has not been completed due to the availability of contractors during lockdown	L	<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	Y N/A	All compliance is up to date	L
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1.2 First Aid/Designated Safeguarding Leads

The lack of availability of designated First Aiders and Designated Safeguarding Leads may children's safety at risk	L	<ul style="list-style-type: none"> First Aid certificates have been extended for three months by Gov't. Training has been booked for February 2021 for those staff whose certificates expire at this time. Online training has been provided for all first aiders. A programme for training additional staff is in place, using on-line training. Consideration was given to increasing DSL capacity to respond to any increase in safeguarding and welfare concerns arising during the Covid-19 school closure and holiday period 	Y Y Y Y	There will always be at least one Safeguarding lead (there are four staff who can deal with safeguarding issues) and first aider on site.	L
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2. Securing safe teaching spaces to accommodate all pupils returning to school

2.1 Organisation of teaching spaces and communal areas

Classroom sizes will not allow adequate social distancing	L	<ul style="list-style-type: none"> Class sizes reverted to 30 in recognition of Government advice that children are not at significant risk Timetables and staffing model determined to secure curriculum delivery for class-group size Classrooms are re-modelled, with chairs and desks in place to allow for social distancing. Any surplus furniture including 'spare' chairs are removed if possible and area de-cluttered Clear age appropriate signage displayed in classrooms promoting social distancing see: E-bug posters Ensure class groups and staff stay together consistently and do not mix or blend with other groups 	Y Y Y y	There are no more than 30 pupils in any classroom. Timetables have been agreed by each year group. All excess furniture has been removed and put into storage. Appropriate signage is displayed. Year group 'bubbles' are isolated from other 'bubbles' and staff are following social distancing recommendations.	L
Large spaces that need to be used as classrooms	L	<ul style="list-style-type: none"> Set group size limit for large spaces (e.g. hall, sports hall, dining hall) that match teaching group size. Large gatherings of pupils and/or staff are prohibited, compliance is supported by signage, training and monitoring. Design layout and arrangements in place to enable social distancing. 	Y Y y	Pupils remain within their year group 'bubbles' and don't mingle with others. Furniture has been rearranged to encourage social distancing.	L
Staff rooms and offices do not allow for observation of social distancing guidelines	L	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Office workspace has been reconfigured. Staff are discouraged from congregating in communal spaces and are encouraged to eat observing social distance alone or with their designated team. 	Y y Y	The staff room is only available for a maximum of 6 staff at any one time. Staff have been encouraged to eat in their shared areas. Staff are encouraged not to mingle in any parts of the building but may communicate from a distance of 1m+, preferably whilst outside.	L

		<ul style="list-style-type: none"> ▪ Staff using a communal area do so in their designated groups only and the area is cleaned before being occupied by another group. ▪ Staff meetings and daily briefing meetings are held in the Hall. 			
School kitchens may not be able to serve whole school return	L	<ul style="list-style-type: none"> ▪ Government advice confirms that school kitchens can continue to operate, the kitchen will comply with guidance for food businesses on coronavirus (COVID-19) ▪ The seating area has been rearranged into rows to enable the bubbles to remain separate whilst eating. ▪ Chairs and tables are sanitised between use. 	Y		L
Physical activity in school	M	<ul style="list-style-type: none"> ▪ Pupils to be kept in consistent groups ▪ Sports equipment to be thoroughly cleaned in between each use by a different group ▪ Avoid contact sports ▪ Where possible outdoor sports will be prioritised and large indoor spaces used when necessary, maximising distancing between pupils and adhering to stringent cleaning and hygiene ▪ External facilities are used in accordance with Government guidance ▪ Guidance on the phased return of sport and recreation and Sport England include activities such as active miles and active travel to promote social distancing exercise ▪ The Golden Mile is completed by individual bubbles using the perimeter of their allocated play area. 	Y Y Y Y Y Y	PE coordinator has provided guidance and suggestions to staff of appropriate activities	L

2.2 Availability of staff and class sizes					
The number of staff who are available is insufficient to safely teach classes in school, operate effective home learning schemes and safeguard children not in school	M	<ul style="list-style-type: none"> ▪ The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. ▪ Staff who are identified as potentially at increased risk from coronavirus because they have particular characteristics that comparatively increase their risk as set out in COVID-19: review of disparities in risks and outcomes report should be identified and be given the opportunity to undertake a vulnerable employee risk assessment (VERA). The school will use its reasonable endeavours to accommodate the risk ▪ Staff are required to notify the DHT if they are ill or unavailable for work. ▪ Staff are aware of the current symptom checker for Covid-19, including high temperature, persistent cough and loss of taste and smell and understand that they are not permitted to attend school if they or a household member is symptomatic. Staff have been reminded of current symptoms and procedures for testing. ▪ All staff are aware of the testing procedure and report their illness or the illness of a household member immediately to enable testing to take place within 3 days of onset. ▪ School has a number of testing kits which are available for staff to use if necessary 	Y Y Y Y Y Y Y	Additional teachers have been employed to provide catch up lessons. They are available to cover for any teachers who are unwell. Agency teachers, HLTAs or member of the SLT are available to teach if necessary	L

		<ul style="list-style-type: none"> Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. Flexible and responsive use of teaching assistants and pastoral staff is in place to supervise classes under the direction of a teacher if required, providing this does not displace provision for children with SEND An appropriate hierarchy of deputization is in place should a senior leader be unavailable. School leadership will pass through the following lines – HT, DHT, AHTs, PLs 			
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2.3 Testing and managing symptoms

<p>Testing is not used effectively to help manage staffing levels and support staff wellbeing</p>	M	<ul style="list-style-type: none"> Guidance on accessing a priority test for symptomatic household members has been brought to the attention of all staff. Staff have been told that they and their immediate family are eligible for testing. School has a number of testing kits which are available for staff to use if necessary Staff have been encouraged to download and use the NHS Test and Trace app. Staff share the outcome of the test with their employer. If staff are referred by school there is an expectation that they share their test results. The school, staff and parents engage with the Test and Trace processes 	<p>Y Y Y</p>	<p>A letter was sent to parents before we reopened to explain the Test and Trace processes and that they are compulsory for all pupils and their families.</p>	L
<p>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</p>	M	<ul style="list-style-type: none"> 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. Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms or have tested positive in the last 7 days and ensure anyone developing these symptoms during the school day is safely sent home and instructed to arrange a Covid-19 test. Any household members within school will be sent home to self-isolate for 14 days or until the test result is known and is negative Engage with the NHS Test and Trace process Contain any outbreak by following local public health protection advice contact: Public Health England health protection team Robust collection and monitoring of absence data, including tracking return to school dates, is in place Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes safe isolation procedures, departure and cleaning. A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. Public health advice is followed. Coventry City Council are notified: COVID19schools@coventry.gov.uk 	<p>Y Y Y Y Y Y Y</p>	<p>Parents are given a copy of the City Council's latest guidance if a child is symptomatic. School registers will be monitored by a LM. Anyone displaying symptoms will be isolated until they can be collected. Protective equipment will be available for the adult who deals with them.</p>	L

Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	L	<ul style="list-style-type: none"> ▪ Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. ▪ This guidance has been explained to staff and pupils as part of the induction process and systems are in place to validate understanding ▪ Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners 	Y Y Y	<p>A letter was sent to parents before we opened. The information is also on the school website.</p> <p>This information was repeated during the INSET day, prior to September reopening.</p> <p>The information is regularly shared with parents in weekly newsletters. The website is updated regularly.</p>	L
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	L	<ul style="list-style-type: none"> ▪ 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. Staff receive a weekly email which contains links to government guidance. This information is shared with parents via the school website. ▪ This guidance has been explained to staff and pupils as part of the induction process. 	Y Y	<p>This information was repeated during the INSET day, prior to school reopening and shared with pupils upon their return.</p> <p>The information has been shared with parents in weekly newsletters.</p>	L

3 Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene

3.1 Staff induction and CPD

Staff are not trained in new procedures, leading to risks to health	L	<p>A virtual induction and CPD programme is delivered to all staff prior to reopening, which included:</p> <ul style="list-style-type: none"> ▪ Infection control ▪ Fire safety and evacuation procedures ▪ Constructive behaviour management ▪ Safeguarding ▪ Risk management 	Y	<p>All were covered during two INSET days at the start of the Autumn Term.</p> <p>Staff are consulted with and updated regularly when this RA is reviewed.</p>	L
New staff are not aware of policies and procedures prior to starting at the school when it reopens	L	<ul style="list-style-type: none"> ▪ Induction programmes are in place for all new staff – either online or in-school – prior to them starting. ▪ The revised staff handbook is issued to all new staff prior to them starting. 	Y Y	<p>Current induction procedures will remain in place.</p>	L

3.2 Communication strategy

Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	L	<ul style="list-style-type: none"> ▪ Communications strategies for the following groups are in place: <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents ▪ Governors/Trustees ▪ Local authority ▪ Professional associations including Trade Unions ▪ Other partners including peripatetic staff and health professionals 	Y	<p>Current strategies will continue (group texts, phone calls, emails, video conferencing, school website)</p>	L
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There is a lack of clarity and understanding in maintaining social distancing and good hygiene	L	<ul style="list-style-type: none"> ▪ Clear signage is in place at all school entrances, reception, toilets, washing, teaching, social and communal areas promoting social distancing, good handwashing and ‘catch it bin it’ rules. ▪ Clear floor markings identify 1m+ spaces and one-way systems in corridors and thoroughfares to ensure safe distancing when travelling in and around the building or the external environment, including arrival and leaving procedures. ▪ All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day. 	Y Y Y	Modelling will take place and systems are reviewed on an ongoing basis.	L
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	L	<ul style="list-style-type: none"> ▪ As part of the overall communications strategy referenced, parents are kept up to date with information, guidance and the school’s expectations on a weekly basis using a range of communication tools. ▪ A COVID-19 section on the school website is updated regularly. ▪ Parent and pupil handbooks/information leaflets are created. All information is currently available through the website. 	Y Y Y	Weekly newsletters are emailed to parents and placed on the school website.	L
Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19	L	<ul style="list-style-type: none"> ▪ Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school’s website. 	Y	Parents will be reminded of this information regularly. Parents are given a copy of the City Council’s latest guidance if a child is symptomatic. This is explained to them when they collect their child/ren	L

4 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines	L	<ul style="list-style-type: none"> ▪ Circulation plans have been reviewed and revised. ▪ One-way systems are in place where possible. ▪ Corridors are divided where feasible. ▪ Appropriate signage is in place to clarify circulation routes. ▪ Pinch points and bottle necks are identified and managed accordingly. ▪ Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and utilising any external learning environment that is available ▪ Pupils are regularly briefed regarding observing social distancing guidance. ▪ Appropriate levels of supervision and guidance are in place 	Y Y Y Y Y Y Y Y	Children will be restricted to a classroom and year group area at all times. When a child needs the toilet they will only be allowed to go one at a time. Children will arrive and depart via the external classroom door. They will therefore not need access to the wider school building (a separate system will be in place for Y6 – angled mirrors have been fitted to improve visibility) Children will be reminded regularly about social distancing and adequately supervised.	L
4.1 Management of social distancing in the reception area					

<p>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ No visitors are allowed on the premises without a pre-arranged appointment. Visits should be arranged outside of school hours whenever possible. ▪ A record of all visitors and their contact numbers are obtained and retained for the purposes of Test and Trace procedures ▪ Seats have been removed to aid social distancing of parents with enquiries. All other visitors need to have an appointment to access the site. ▪ Any visitors are provided with clear guidelines on behaviours whilst on premises – ideally sent electronically in advance of the visit ▪ Non-contact signing in arrangements are in place that do not require writing or electronic entry by the visitor. ▪ Sanitiser is available at the main entrance and should be applied by all visitors upon arrival and departure. ▪ Social distancing points are clearly set out, using floor markings, continuing outside where necessary. ▪ Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). ▪ Non-essential deliveries and visitors to school are minimised. ▪ Arrangements are in place for segregation of visitors. 	<p>Y Y Y Y Y Y y</p>	<p>When visitors sign in a mobile number will be requested so they can be contacted if necessary Guidelines will be displayed on the screen in the reception area.</p>	<p>L</p>
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4.2 Management of Aggress and Egress – arrival and departure

<p>The start and end of the school day create risks of breaching social distancing guidelines</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Parents have clear information on drop-off, pick up procedures whether on foot or driving with clear signage in place ▪ Parents who drive have been instructed not to park next to each other. They are allowed to park next to staff cars but need to leave an empty space between each other's cars. ▪ Start and departure times are staggered to reduce pinch points and risk of breach if this is possible without reducing the overall teaching time for pupils. ▪ A clear traffic management scheme is in place that allows safe queuing of vehicles monitored on the school gate with a drop-off and go procedure in place ▪ All available safe exits are utilised to leave the school building, with clear safeguarding procedures in place to ensure children are handed over to their parents ▪ Segregation of groups is considered wherever practicable ▪ Floor markings are visible where it is necessary to manage any queuing. 	<p>Y Y Y Y Y Y</p>	<p>Parents are restricted to the areas immediately outside their children's classroom. This will spread them out over a wide area. Children are dropped and collected outside their classrooms. Reception children are dropped and collected via the gate which leads to their outdoor area. Nursery children are dropped and collected via the Hub outside area. KS1 dinner time was reduced enabling them to finish at 3.10pm and leave the site before KS2 finish at 3.20pm.</p>	<p>L</p>
<p>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Start and finish times are staggered. ▪ The use of available entrances and exits is maximised. ▪ Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. ▪ Weekly messages to parents stress the need for social distancing at arrival and departure times. 	<p>Y Y Y y</p>	<p>See above. Finish times are staggered. Parents reminded regularly of the need for social distancing at all times. A member of SLT and SSO will be outside at drop off and collection times to manage the flow of parents</p>	<p>L</p>

<p>Pupils use public transport and thereby increase risk of infection and transmission</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Public transport is defined as transport used by the general public. If children use a public bus to come to school they will have to wear a face covering if they are over the age of 11. ▪ Staff using public transport must ensure that they safely remove their face covering on arrival at school and store it safely and hygienically in a sealed plastic bag or container – staff are advised to carry a spare face covering. ▪ School transport commissioned by the LA (excluding the use of public buses via a bus pass) are not available to the general public and therefore risk is reduced by the controls deployed by the LA and provider risk assessments ▪ Parents and children will be discouraged for using public transport if there is another practical mode of getting to school including, walking, cycling (if safe) or family car. ▪ Personal budgets will be promoted to families entitled to free home to school transport by the LA and the school to minimise risk and secure capacity for families that need dedicated transport the most. 	<p>Y Y Y Y Y</p>	<p>No staff and only one pupil currently use public transport. Any who do will be provided with relevant guidance.</p>	<p>L</p>
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4.3 Consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination as far as is reasonably practicable					
<p>Formulating group sizes to minimise contacts and mixing whilst delivering a broad and balanced curriculum</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Group pupils together to reduce as far as possible the number of contacts between children and staff, to a size that balances the requirement to deliver a broad and balanced curriculum. The maximum group size is one year group. The ideal group size is one class group. ▪ Maintain as far as possible the consistency of group members. ▪ Avoid contact between groups as far as possible. ▪ Staff to maintain distance from pupils and other staff as much as possible ▪ Children should only be placed in larger groups if they are able to observe social distancing otherwise, they must be placed in a class group. ▪ Limit interaction, sharing of rooms and social spaces between groups as much as possible. ▪ Younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. ▪ Where possible children may spend the majority of their time in their class groups, but will be allowed to mix into wider groups for specialist teaching, wraparound care and transport, ▪ All teachers and other staff can operate across different classes and year groups if that is needed to enable a full educational offer. ▪ If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. ▪ Face to face contact will be avoided if possible and the time spent in close contact (within 1 metre of anyone) will be minimised. ▪ The provision for a child with complex needs who require close contact care can be delivered as normal. 	<p>Y Y Y Y Y Y Y Y Y Y</p>	<p>In Breakfast Club pupils to be kept in Phases to minimise the contact between year groups.</p>	<p>L</p>

<p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Net capacity assessment is completed, with each classroom and teaching space compliant with social distancing measures and in line with local and government guidance. Teaching areas are 55sqm. ▪ Where possible all pupil desks are forward facing and the teacher maintains a 2 metre distance at the front of the class. Pupils should avoid facing each other or sitting side on. ▪ All furniture not in use has been removed from classrooms and teaching spaces into safe storage ▪ Arrangements are reviewed regularly. 	<p>Y Y Y Y</p>	<p>Classrooms have no more than 30 pupils. Excess furniture has been removed and stored until needed. Arrangements will be reviewed regularly.</p>	<p>L</p>
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4.4 Management of movement in corridors

<p>Social distancing guidance is breached when pupils circulate in corridors</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Circulation plans have been reviewed and amended. ▪ One-way systems are in operation where feasible. ▪ Corridors are divided where feasible. ▪ Circulation routes are clearly marked with appropriate signage. ▪ Any pinch points/bottle necks are identified and managed accordingly. ▪ The movement of pupils around school is minimised as much as possible. ▪ Where possible, pupils and staff stay in classrooms or in designated external areas ▪ Pupils are reminded regularly to observe social distancing guidance whilst circulating, supported by signage ▪ Appropriate supervision levels are in place. 	<p>Y Y Y Y Y Y</p>	<p>Children from Reception and Years 1 - 5 are not to use the corridors apart from at dinnertime. Year 6 pupils only use the stairs and corridors spaced out and in one direction at a time. Anyone waiting to travel in the opposite direction will wait at the end of the corridor near the classrooms. Mirrors have been fitted so people can see 'round the corner'. Pupils to be reminded regularly of requirements and closely supervised.</p>	<p>L</p>
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4.5 Management of social distancing at break times

<p>Pupils may not observe social distancing at break times</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Break times are staggered if possible ▪ External areas are designated for different groups. ▪ Pupils are reminded about social distancing as break times begin. ▪ Social distancing signage is in place around the school and in key areas. ▪ Supervision levels have been enhanced, especially with younger pupils, to support social distancing. 	<p>Y Y Y Y Y</p>	<p>Break and lunchtimes now staggered so only one year group is on any playground or part of the field at once. Signage is in place where appropriate.</p>	<p>L</p>
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4.6 Management of social distancing at lunch times

<p>Pupils may not observe social distancing at lunch times</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Pupils are reminded about social distancing as lunch times begin. ▪ Pupils wash their hands using the 20 second routine, before and after eating. 	<p>Y Y</p>	<p>Pupils will have expectations reinforced daily. Lunchtime reduced to 45 minutes.</p>	
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		<ul style="list-style-type: none"> Dining area layouts have been configured to ensure social distancing. Floor markings are used to manage queues and enable social distancing. Additional arrangements are in place, such as staggering lunch times and pupils eating in appropriate spaces. Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). Eating areas are cleaned in-between group usage and after lunch has ended Staggered lunchtimes are considered to reduce congestion providing this does not impact on the delivery of teaching time 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Where possible pupils will eat within 15 minute slots. They will be spaced out so any 'stragglers' do not sit with new arrivals.</p> <p>Any area used for dining is cleaned between pupils and then again after lunch.</p> <p>The seating area has been rearranged into rows to enable the bubbles to remain separate whilst eating.</p>	L
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4.7 Management of social distancing and hygiene in the toilets

Queues for toilets and handwashing risk non-compliance with social distancing measures	M	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. These do not have to be segregated for different groups, but should not be used by members of different groups at the same time Floor markings are in place to enable social distancing. Pupils know that they can only use the toilet one at a time. Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. The toilets are cleaned frequently. Monitoring ensures a constant supply of soap and paper towels. Bins are emptied regularly. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>y</p>	<p>When hands are required to be washed, children use a range of sinks available in the toilet and shared areas to prevent queuing.</p> <p>Cloakroom areas outside the toilets have been enlarged by removing benches which gives children more space to wait.</p> <p>Toilets disinfected regularly throughout the day.</p> <p>Bins regularly emptied.</p> <p>Pupils have expectations reinforced daily.</p> <p>Children are regularly reminded that only one child at a time is allowed in the toilet.</p>	L
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4.8 Safety arrangements for the use of medical rooms

The configuration of medical rooms may compromise social distancing measures	M	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms behind a closed door if possible. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. It is advised that household bleach is used after the room is vacated. Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff. There is a First Aid kit for each year group. COVID-19 PPE packs have been provided by the LA. A thermometer is available. Any member of staff providing assistance to someone with symptoms and any pupils who have been in close contact with them must wash their 	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Routine first aid will be carried out by a member of staff from the year group. They will be provided with appropriate clothing (gloves, a plastic apron and face coverings).</p> <p>Suspected people with COVID-19 will be isolated until they can be collected. The room will then be deep cleaned.</p>	L
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		hands thoroughly for at least 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.			
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5. Securing and sustaining robust hygiene systems and procedures

5.1 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	L	<ul style="list-style-type: none"> ▪ An enhanced cleaning plan has been produced and a fogger purchased which will be used regularly to minimise the spread of the infection. ▪ Working hours for cleaning staff are increased to secure sufficient capacity to undertake an enhanced cleaning regime throughout the day. ▪ Sufficient supplies of soap/handwash, paper towels, tissues and cleaning products have been procured to ensure constant supplies are available in every teaching and washing space. These are monitored daily and added to when necessary. 	Y Y Y	<p>There is adequate provision within current working hours to clean the areas which are used.</p> <p>Stocks of cleaning products remain high.</p>	L
EYFS and Year 1 equipment becomes contaminated	L	<ul style="list-style-type: none"> ▪ All soft toys and furnishings have been removed from the classrooms. ▪ Equipment such as Lego has been cleaned and disinfected. 	Y Y	<p>Equipment rotated throughout the week and disinfected between uses. Equipment cleaned regularly throughout the day.</p> <p>Children are not allowed to share routine equipment eg pencils, rulers. All classrooms fogged at least once per week.</p>	L

5.2 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	L	<ul style="list-style-type: none"> ▪ An audit of handwashing facilities and sanitiser dispensers was undertaken before the school reopened and additional supplies were ordered and fitted. ▪ Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 	Y Y	<p>Pupils restricted to certain sinks in their immediate areas. Hand sanitisers are available throughout the school and outside areas. SSOs and cleaners monitor supplies daily. Sanitisers are topped up throughout the day.</p>	L
Pupils forget to wash their hands regularly and frequently	L	<ul style="list-style-type: none"> ▪ Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. ▪ Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. ▪ School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. ▪ Pupils and staff are taught how to effectively wash their hands especially before and after eating, going to the toilet, or following direct contact with another person 	Y Y Y Y	<p>Staff training on INSET days included a section on handwashing. Monitoring takes place to ensure that children are washing their hands effectively throughout the day. Youngest children are supervised whilst doing so.</p>	L

Equipment and resources	L	<ul style="list-style-type: none"> ▪ Individual and very frequently used equipment such as pencils and pens should not be shared ▪ Classroom based resources including books and games can be shared within the designated group but must be cleaned regularly ▪ Resources shared between groups such as sports, art and science equipment must be cleaned between group usage or decontaminated by leaving them out of reach for 48 hours (72 hours for plastics) ▪ Outdoor play equipment will be cleaned more frequently ▪ Pupils will be limited to what they can bring into school to: bags, lunch boxes, hats, coats, books, stationary and mobile 'phones when permitted ▪ Pupils and teachers can take books and other shared resources homes, but unnecessary sharing should be avoided ▪ Reading books quarantined for 48 hours before returning to the scheme boxes. 	<p>Y Y Y Y Y Y</p>	<p>Year groups wash / sanitise their hands before and after using the outside play equipment which is disinfected between uses.</p>	L
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5.3 Personal Protective Equipment (PPE)

Provision of PPE for staff where required is not in line with government guidelines	L	<ul style="list-style-type: none"> ▪ Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. ▪ Public Health England advise that face coverings should not be worn in schools and that routine temperature checks should not be taken as they are both intrusive and ineffective ▪ Face coverings are not ordinarily required in school. Children under the age of 11 are not required to wear face coverings in or out of school including public transport ▪ Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely). We have obtained face visors which are to be used if necessary. ▪ Staff are reminded that wearing of gloves is not a substitute for good handwashing. 	<p>Y Y y</p>	<p>Importance of staff hand washing was emphasised during INSET.</p>	L
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6. Curriculum organisation

Children may need to re-socialise and familiarise with new routines	L	<ul style="list-style-type: none"> ▪ Consideration should be given on planning what to teach and how. ▪ The priorities for young children currently is resocialisation into new style school routines; speaking and listening and regaining momentum in particular with early reading. 	<p>Y y</p>	<p>Clear guidance was provided and the use of outside areas has been promoted and encouraged.</p>	L
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Children may have fallen behind in their learning during the school closure and achievement gaps will have widened	H	<ul style="list-style-type: none"> ▪ Gaps in learning are assessed and addressed in teachers' planning. ▪ Plans for home and remote learning are in place and can be introduced in the event of a local lockdown or a year group having to remain at home. ▪ Plans for intervention are in place for those pupils who have fallen behind in their learning. There are plans in place for September to provide catch up support for all pupils. 	Y Y y	Teachers to continue to use Afl. Children whose year groups are not at school will continue to receive online home learning. Plans are in place to make the transition as smooth as possible.	L
Resuming full support for pupils with SEND (SEND Support and EHC Plans	L	<ul style="list-style-type: none"> ▪ All children with SEND will return full-time to school in September 2020 and receive their full entitlement to support ▪ Small children and children with complex needs will continue to be helped to wash their hands properly ▪ Vulnerable children risk assessments will be completed for children with additional needs who are unable to regulate their behaviour e.g. involuntary spitting using the Las vulnerable children risk assessment template ▪ External specialists will resume direct contact in schools for assessment, training, advice and support purposes observing the schools visitors policy and mirroring expectations on staffing behaviours in terms of hygiene and social distancing 	Y Y Y Y	Individual RAs have been written for children with EHCPs	L
Risk of infection from singing, chanting, playing wind or brass instruments and shouting	L	<ul style="list-style-type: none"> ▪ Music lessons will be held outside when practicable, participants will be physically distanced and taught in groups of no more than 15 for wind/brass/singing, positioning children back-to-back or side -by-side (not face to face) ▪ Instruments will not be shared ▪ Brass lessons to be held in an air-conditioned room to ensure a flow of air. ▪ Delay music groups/choirs for the first full term to be reviewed at Christmas. 	Y Y Y	There will be no concerts at Christmas this year.	L

7. Enhancing mental health support for pupils and staff

7.1 Mental health concerns – pupils

Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	L	<ul style="list-style-type: none"> ▪ There are sufficient numbers of trained staff available to support pupils with mental health issues. We have trained a LM in dealing with pupil's mental health issues. ▪ There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. ▪ Wellbeing/mental health is discussed regularly in PSHE/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). 	Y Y Y y	Mental health to be addressed by staff through PSHE sessions. Training for staff through the Mental Health Trailblazers programme will take place during the Autumn Term. Children will have access to Education Mental Health Practitioners from October 2020	L
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		<ul style="list-style-type: none"> Resources/websites to support the mental health of pupils are provided. There are currently links to resources and websites on the school website. 			
7.2 Mental health concerns – staff					
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	L	<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. Regular communications with staff signpost them to look after their mental health. They all have each others' email addresses and there is also a Whatsapp group for staff to communicate with colleagues if they wish to. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources. 	Y Y Y Y y	There was a section on mental wellbeing on the INSET days. Mental Health Trailblazers signpost staff to appropriate support.	L
7.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family	L	<ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support. This includes the Council's critical incident team. We have access to this level of support should we need it. Support is requested from other organisations when necessary. 	Y y		L

8 Governance and policy					
8.1 The role of Governors					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	L	<ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. The Chair, vice-chair and Head have kept in contact regularly since school closed. 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. Minutes of the previous meeting have been reviewed 	Y Y Y Y y	Full governing body meetings which all governors attend (virtually) have continued through the pandemic. A major focus of these meetings has been to update on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.	L
Governors are not fully informed or involved in making key decisions	L	<ul style="list-style-type: none"> Online meetings are held regularly with governors. Governing bodies are involved in key decisions on reopening. Governors are briefed regularly on the latest government guidance and its implications for the school. 	Y Y y	See above	L

8.2 Policy review					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	L	<ul style="list-style-type: none"> ▪ All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Policies have been updated and amended throughout the crisis. ▪ Behaviour policies recognise that adverse experiences of lockdown and or lack of routine and regular attendance at school may lead to levels of disengagement, anxiety and behavioural responses setting reasonable and proportionate expectations of behaviour and make appropriate provision to support ▪ Staff, pupils, parents and governors have been briefed accordingly. ▪ Governors have approved revisions 	Y Y Y		L
Covid 19 outbreak in group, whole school or area lockdown will further disrupt learning	L	<ul style="list-style-type: none"> ▪ A remote education plan is in place that covers continuing education provision at a group, whole school and local area lockdown level ▪ High quality online and offline resources and teaching videos have been sourced, quality assured and approved – these will be applied consistently across all groups ▪ Remote education is integrated into the school’s curriculum planning ▪ Printed resources are available for those that cannot access the internet physically or cognitively ▪ The curriculum is planned to ensure that knowledge and skills are built incrementally and clear explanations of content are delivered by a teacher in school though high quality curriculum resources and/or videos with face to face virtual contact as appropriate – ideally daily 	Y Y Y Y Y	Plans were discussed with staff and are now in place	L
9. Other operational issues					
9.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements	L	<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> • Social distancing rules during evacuation and at muster points • Possible need for additional muster point(s) to enable social distancing where possible • Staff and pupils have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately. 	Y Y Y	Staff were informed of new fire procedures during the INSET days. Training was provided for relevant staff.	L
Fire evacuation drills - unable to apply social distancing effectively	L	<ul style="list-style-type: none"> • Plans for fire evacuation drills are in place which are in line with social distancing measures. 	Y	See above	L
Fire marshals absent due to self-isolation	L	<ul style="list-style-type: none"> • An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	Y		L

9.2 Contractors working on the school site					
<p>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. These will be organised outside of school hours wherever possible and it is practical to do so. ▪ An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. ▪ Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. ▪ Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. ▪ Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. ▪ In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). 	<p>Y Y Y Y Y</p>	<p>As far as possible, any work by external contractors to be carried out outside of 'normal' school hours. Non-essential repairs to be scheduled to take place during school holidays and half terms School staff to adhere to social distancing from everyone, including contractors.</p>	<p>L</p>

9.3 Loss of key groups of workers (eg SLT, office staff, cleaners)					
<p>A key group of workers all have to self isolate simultaneously</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ SLT have been divided into two bubbles A Black and J Kelly are in bubble B and M Collins and S Moran are in bubble C ▪ Office staff have been divided into two bubbles J McCarron and C Marchenko are based in the back office and D Groat and K Farrington are in the front office. S James works from her own office. ▪ Staff are to contact the office using the school phone system and email to limit contact. ▪ A contingency plan has been drawn up and will be put in place if the cleaners need to self isolate. 	<p>Y Y Y Y</p>		<p>L</p>

10. Additional site-specific issues and risks

Schools to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them

Pupils fail to socially distance from Castle Wood Pupils	L	Children are supervised closely to prevent them from getting too close to pupils from Castle Wood. Children are aware that they should maintain social distancing at all times. Castle Wood have been approached to request that their pupils are not on our playgrounds at the same time as our children.	Y Y	Children are briefed daily on the importance of maintaining social distancing.	L
Pupils contaminate the water fountains or taps when refilling their water bottles	L	Water bottles are filled by an adult who wears disposable gloves so they don't physically touch the bottle or the water fountain / tap.	Y		L
Children who routinely attend more than one setting (e.g. dual registered, KEYS intervention programme or alternative provision)	M	The school, working with the setting will ensure that all risks are addressed collaboratively to jointly deliver a broad and balanced full-time curriculum	Y	We liaise with Red Boots school re VC in 1JW	L