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# COVID-19: Operational risk assessment for Buckminster School reopening

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 11th May 2020 as follows:

[Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020?utm_source=3daf3f8c-87d9-4a78-90ec-6196e4a070e5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

[Coronavirus (COVID-19): implementing protective measures in education and childcare settings](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings?utm_source=0e6da19a-f422-4893-af47-770e78e58269&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

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| Assessment conducted by: | Debbie Clarke | Job title: | Head Teacher | Covered by this assessment: | Staff, pupils, contractors, visitors, volunteers |

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| Date of assessment: | 20th May 2020 | Review interval: | 2 weeks | Date of next review: | 5th June 2020 |

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| Related documents | |
| **Local Authority documents:** | **Government guidance:**  [Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020?utm_source=3daf3f8c-87d9-4a78-90ec-6196e4a070e5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)  [Coronavirus (COVID-19): implementing protective measures in education and childcare settings](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings?utm_source=0e6da19a-f422-4893-af47-770e78e58269&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)  [Coronavirus (COVID-19) Collection: guidance for schools and other educational settings](https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings)  [Actions for schools during the coronavirus outbreak](https://www.gov.uk/government/publications/covid-19-school-closures)  [Coronavirus (COVID-19): implementing social distancing in education and childcare settings](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings)  [Coronavirus (COVID-19): guidance for educational settings](https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19)  [COVID-19: cleaning in non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) |

**Risk matrix**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Risk rating  High (H), Medium (M), Low (L) | | **Likelihood of occurrence** | | |
| **Probable** | **Possible** | **Remote** |
| **Likely impact** | **Major:** Causes major physical injury, harm or ill-health. | H | H | H |
| **Severe:** Causes physical injury or illness requiring first aid. | H | M | L |
| **Minor:** Causes physical or emotional discomfort. | M | L | L |

| Areas for concern | Risk rating prior to action  (H/M/L) | Control measures | In place?  (Yes/No) | Further action/comments | Residual risk rating  (H/M/L) |
| --- | --- | --- | --- | --- | --- |
| **1. Establishing a systematic process of partial opening, including social distancing** | | | | | |
| **1.1 Net capacity** | | | | | |
| **Available capacity of the school is reduced when social distancing guidelines are applied** |  | * Agreed number of pupils who can attend the premises on any given day to enable compliance with social distancing rules. * Agreed new timetable and arrangements confirmed for each year group. * Arrangements in place to support pupils when not at school with remote learning at home. | Yes | No more than 10 in a room  See timetable  Continue with home learning resources – teachers to be in school half a day and home learning for half a day |  |
| **1.2 Organisation of teaching spaces** | | | | | |
| **Classroom sizes will not allow adequate social distancing** |  | * Classroom size and numbers reviewed. * Class sizes and timetables/staffing amended allowing for reduced numbers in line with government guidance (i.e. a maximum of 15 pupils per class) * Classrooms re-modelled, with chairs and desks in place to allow for social distancing. * Spare chairs removed from desks so they cannot be used. * Clear signage displayed in classrooms promoting social distancing. * In primary schools, classes stay together with their teacher and do not mix with other pupils. | No | No more than 10 in any one room especially Yr1 and YrR  Yr6 tables moved  Yr1 tables moved  YrR tables moved  Surplus tables removed  Staggered breaks so distancing will be observed |  |
| **Large spaces need to be used as classrooms** |  | * Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching. * Large gatherings prohibited. * Design layout and arrangements in place to enable social distancing. | Yes | The hall and library will NOT be used |  |
| **1.3 Availability of staff and class sizes** | | | | | |
| **The number of staff who are available is lower than that required to teach classes in school and operate effective home learning** |  | * The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. * 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 to supervise classes is in place. * Full use is made of testing to inform staff deployment. * A blended model of home learning and attendance at school is utilised until staffing levels improve. | Yes | 70% of staff available but most are part time and this needs to be taken into account when asking them to work.  Classes may have more than one teacher which poses a risk |  |
| **1.4 Prioritising provision** | | | | | |
| **The continued prioritisation of vulnerable pupils and the children of critical workers will create ‘artificial groups’ within schools when they reopen** |  | * Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school. * Pastoral and SEND support is deployed wherever possible to support prioritised pupils. * Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. * A plan is in place for the phasing in of the other cohorts. | Yes  No | No ‘vulnerable’ children in school  No guidance has been issued yet |  |
| **1.5 The school day** | | | | | |
| **The start and end of the school day create risks of breaching social distancing guidelines** |  | * Start and departure times are staggered. * The number of entrances and exits to be used is maximised. * Different entrances/exits are used for different groups. * Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. * A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. * Floor markings are visible where it is necessary to manage any queuing. * Attendance patterns have been optimised to ensure maximum safety. | Yes | Pre-school, yrR, Yr1 and Y6 are in part time (half days). 2 groups at a time so different toilets and entrances are used |  |
| **1.6 Planning movement around the school** | | | | | |
| **Movement around the school risks breaching social distancing guidelines** |  | * Circulation plans have been reviewed and revised. * One-way systems are in place where possible. * 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 staff moving round. * Lesson change overs are staggered to avoid overcrowding. * Pupils are regularly briefed regarding observing social distancing guidance. * Appropriate duty rota and levels of supervision are in place. | Yes | No corridors can be divided as too narrow or we don’t have any |  |
| **1.7 Curriculum organisation** | | | | | |
| **Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened** |  | * Gaps in learning are assessed and addressed in teachers’ planning. * Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. * Plans for intervention are in place for those pupils who have fallen behind in their learning. | Yes  No | Informal assessments to start with.  Interventions being planned for but not to start straight away |  |
| **1.8 Staff workspaces** | | | | | |
| **Staff rooms and offices do not allow for observation of social distancing guidelines** |  | * Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. * Staff have been briefed on the use of these rooms. | Yes | Furniture will be removed to maintain space for distancing  Plastic chairs have been put in the staffroom for easier cleaning |  |
| **1.9 Managing the school lifecycle** | | | | | |
| **Limited progress with the school’s summer term calendar and workplan because of COVID-19 measures** |  | * School calendar for the summer term rationalised. * Senior Leadership Team (SLT) and staff workplans to include short- and medium-term planning. * Staff recruitment for September 2020 completed. * Curriculum and timetable for September 2020 completed. | No | No major events planned for the summer term  September planning to do during summer holidays |  |
| **Pupils moving on to the next phase in their education do not feel prepared for the transition** |  | * A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. * There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils’ transition. * Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. * Virtual tours of the school are available for parents and pupils. * Online induction days for pupils and parents are planned. | Yes for Yr6 moving on  No for our new YR children coming in | All children have seen their new school so are familiar.  Virtual meetings have been planned between secondary staff and primary staff and some children  Specific lessons are planned for yr6 on transition etc |  |
| **1.10 Governance and policy** | | | | | |
| **Governors are not fully informed or involved in making key decisions** |  | * Online meetings are held regularly with governors. * Governing bodies are involved in key decisions on reopening. * Governors are briefed regularly on the latest government guidance and its implications for the school. | Yes | 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. |  |
| **1.11 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** |  | * All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. * Staff, pupils, parents and governors have been briefed accordingly. | Yes | Safeguarding – yes  Fire evacuation – yes  Medical – yes  Behaviour – no, not until we know what behaviours children are displaying  Attendance - yes |  |
| **1.12 Communication strategy** | | | | | |
| **Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health** |  | * Communications strategies for the following groups are in place: * Staff * Pupils * Parents * Governors * Local authority * Regional Schools Commissioner * Professional associations * Other partners | Yes | Communications strategies for groups are in place |  |
| **1.13 Staff induction and CPD** | | | | | |
| **Staff are not trained in new procedures, leading to risks to health** |  | * An information sheet is issued to all staff prior to reopening. * Induction and CPD programmes are in operation for all staff prior to reopening, and include: * Infection control – Premise officer and office manager only * Fire safety and evacuation procedures * Constructive behaviour management * Safeguarding | Yes |  |  |
| **New staff are not aware of policies and procedures prior to starting at the school when it reopens** |  | * Induction programmes are in place for all new staff – either online or in-school – prior to them starting. * The revised staff handbook is issued to all new staff prior to them starting. | Yes | No new staff |  |
| **1.14 Free school meals** | | | | | |
| **Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school** |  | * A member of the school’s administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school. | yes | All FSM children will still receive the vouchers until further notice whether they are attending school or not |  |
| **1.15 Risk assessments** | | | | | |
| **Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.** |  | * Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: * Different areas of the school * When pupils enter and leave school * During movement around school * During break and lunch times * Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used | Yes | We have a specific entrance and exit for children  Different gates to be used by each group when going out for playtime  No children in school during lunch time  Any equipment shared between groups will be cleaned immediately afterwards using antibacterial spray and/or wipes  Milton will be used for cleaning toys |  |
| **1.16 School transport** | | | | | |
| **Changes to bus schedules as a result of COVID-19 adversely affect pupils’ attendance and punctuality and do not align with staggered start and departure times** | N/A | * The details of how pupils will travel to and from school are known prior to opening. * Effective liaison with bus companies is used as a basis for planning staggered start and departure times. | Yes | No bus/coach travel will be in operation |  |
| **2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19** | | | | | |
| **2.1 Cleaning** | | | | | |
| **Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required** |  | * An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. * Working hours for cleaning staff are increased. | Yes | Staff deployed in each classroom for cleaning (to work along-side teaching staff)  Extra hour of cleaning at lunchtime  Extra hour of cleaning after school  Milton used for cleaning/dipping toys at the end of each day  Rubber gloves will be provided |  |
| **2.2 Hygiene and handwashing** | | | | | |
| **Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency** |  | * An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. * Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. | Yes | The extra member of staff in each room will monitor supplies and empty bins on a regular basis  Mr W will monitor facilities and supplies for the whole school.  There is a risk of supplies running out |  |
| **Pupils forget to wash their hands regularly and frequently** |  | * 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. | Yes | Staff to routinely ask children to wash their hands every 30 minutes  Posters are around school and in every classroom  Cleaning stations located just inside each classroom  Staff to spot check children’s hands after going to the toilet |  |
| **2.3 Clothing/fabric** | | | | | |
| **Not wearing clean clothes each day may increase the risk of the virus spreading** |  | * Policies are agreed prior to the school opening on the wearing of non uniform by pupils and business dress by staff to minimise risks. * Expectations and guidance are communicated to parents. | Yes | The cleanliness of children’s clothes will be monitored by staff and communicated with parents if their child is not clean each morning |  |
| **The use of fabric chairs may increase the risk of the virus spreading** |  | * Take fabric chairs out of use where possible. * Where that is not possible then ensure chairs are limited to single person use. | Yes | Remove staffroom chairs and replace with the plastic chairs |  |
| **2.4 Testing and managing symptoms** | | | | | |
| **Testing is not used effectively to help manage staffing levels and support staff wellbeing** |  | * Guidance on getting tested has been published. * The guidance has been explained to staff as part of the induction process. * Post-testing support is available for staff through the school’s health provider. | Yes  (by 1st June) | Guidance on getting tested has been published.  The guidance has been explained to staff as part of the induction process.  Post-testing support is available for  staff through the school’s health  provider. |  |
| **Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms** |  | * 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 the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. * Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically vulnerable** and **clinically extremely vulnerable** should these apply**.** * A record of any COVID-19 symptoms in staff or pupils is reported to the local authority. | Yes  Yes (by 22nd May) | The snug will be the waiting room for any child displaying symptoms and awaiting collection  A record of anyone displaying symptoms and/or tested positive will be kept by the Head |  |
| **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** |  | * 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. * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | Yes  (by 22nd May) | Staff and parents are aware of procedure should someone display symptoms or test positive for covid. It is also on our website |  |
| **Staff, pupils and parents are not aware of the school’s procedures should there be a confirmed case of COVID-19 in the school** |  | * Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. * This guidance has been explained to staff and pupils as part of the induction process. * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | Yes  (by 22ndMay | Staff and parents are aware of  procedure should someone display  symptoms or test positive for covid.  It is also on our website |  |
| **2.5 First Aid/Designated Safeguarding Leads** | | | | | |
| **The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children’s safety at risk** |  | * First Aid certificates extended for three months. * A programme for training additional staff is in place. * Collaborative arrangements for sharing staff with other schools in the locality have been agreed. | Yes | All first aid qualifications are still in place for all staff.  The DSL or DDSL will always be in school |  |
| **2.6 Medical rooms** | | | | | |
| **Medical rooms are not adequately equipped or configured to maintain infection control** |  | * Social distancing provisions are in place for medical rooms. * 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. | Yes | The Snug will be the medical room.  Cleaning staff will be made aware if it has been used using the sign “Please clean this room thoroughly” |  |
| **2.7 Communication with parents** | | | | | |
| **Parents and carers are not fully informed of the health and safety requirements for the reopening of the school** |  | * As part of the overall communications strategy referenced in 1.12, 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 created and updated. | Yes | * Weekly news letters * Emails * Facebook * Website |  |
| **Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19** |  | * Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school’s website. | Yes | Key messages in line with  government guidance are  reinforced on a weekly  basis via email, text and  the school’s website. |  |
| **2.8 Personal Protective Equipment (PPE)** | | | | | |
| **Provision of PPE for staff where required is not in line with government guidelines** |  | * Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. * Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. * Staff are reminded that wearing of gloves is not a substitute for good handwashing | Yes | All staff are aware of PPE available and when to use it and how to dispose of it |  |
| **3. Maximising social distancing measures** | | | | | |
| **3.1 Pupil behaviour** | | | | | |
| **Pupils’ behaviour on return to school does not comply with social distancing guidance** |  | * 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. * Staff model social distancing consistently. * The movement of pupils around the school is minimised. * Large gatherings are avoided. * Break times and lunch times are structured to support social distancing and are closely supervised. * Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. * Messages to parents reinforce the importance of social distancing. * Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. | Yes | Times for arriving and going home and breaks have been staggered.  Tape has been put down to show where to line up  Movement around school has been minimised  Entrance gate for parents has changed to allow for more space between them  Social distancing will be impossible for EYFS but staff and parents are aware of the risks. Children will keep within their small ‘bubble’ of friends (2 to 3 children in each) |  |
| **3.2 Classrooms and teaching spaces** | | | | | |
| **The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures** |  | * Home base arrangements in place. * Net capacity assessment completed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance (i.e. a maximum of 15 pupils per class). * All furniture not in use has been removed from classrooms and teaching spaces. * Arrangements are reviewed regularly. | Yes | Furniture has been moved  Toys have been move  There will only be a max of 7 children in any one room so teaching space is compliant with social distancing |  |
| **3.3 Movement in corridors** | | | | | |
| **Social distancing guidance is breached when pupils circulate in corridors** | N/A | * 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 stay in classrooms and staff move around. * Lesson change overs are staggered to avoid overcrowding. * Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. * Appropriate supervision levels are in place. |  | * N/A |  |
| **3.4 Break times** | | | | | |
| **Pupils may not observe social distancing at break times** |  | * Break times are staggered. * 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. | Yes | Only one year group at a time will be outside  The field will be used where there is more space  Max of 10 children at any one time will be outside so easy to monitor behaviours |  |
| **3.5 Lunch times** | | | | | |
| **Pupils may not observe social distancing at lunch times** | N/A | * Pupils are reminded about social distancing as lunch times begin. * Pupils wash their hands before and after eating. * Dining area layouts have been configured to ensure social distancing. * Tables and chairs have been cordoned off where this is not possible. * Floor markings are used to manage queues and enable social distancing. * Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other 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 after lunch. |  | * No children will be in school over lunch time | N/A |
| **3.6 Toilets** | | | | | |
| **Queues for toilets and handwashing risk non-compliance with social distancing measures** |  | * 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. | Yes | Only one year group at a time (half day) will access the toilets so staff will be able to monitor use, clean and restrict children to one at a time.  An extra member of staff is with each group to ensure toilets are clean and child wash their hands properly |  |
| **3.7 Medical Rooms** | | | | | |
| **The configuration of medical rooms may compromise social distancing measures** |  | * Social distancing provisions are in place for medical rooms. * 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. | Yes | The snug will be used  A sign will go on the door saying no entry (if someone is in there)  A sign will go on the door saying please clean |  |
| **3.8 Reception area** | | | | | |
| **Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines** |  | * 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. | Yes | All parents have been told not to enter the building unless collecting their ill child. All communication with office staff must be through phone or email.  Parents wishing to communicate with teachers can do so at a distance by the entrance gate |  |
| **3.9 Arrival and departure from school** | | | | | |
| **Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply** |  | * Start and finish times are staggered. * The use of available entrances and exits is maximised. * Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. * Weekly messages to parents stress the need for social distancing at arrival and departure times. | Yes | Parents will only use the entrance gate on the car park as this allows more space for social distancing |  |
| **3.10 Transport** | | | | | |
| **The use of public and school transport by pupils poses risks in terms of social distancing** | N/A | * Guidance is in place for pupils and parents on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings if pupils are travelling with children other than from their own class. * Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied. |  | N/A |  |
| **3.11 Staff areas** | | | | | |
| **The configuration of staff rooms and offices makes compliance with social distancing measures problematic** |  | * Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff. | Yes | Fabric chairs have been replaced with plastic ones for easy cleaning.  Furniture has been removed to allow for more space  Having staggered breaks and no lunch times allows for minimal number of staff in the staff room at any one time |  |
| **4. Continuing enhanced protection for children and staff with underlying health conditions** | | | | | |
| **4.1 Pupils with underlying health issues** | | | | | |
| **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** |  | * Parents have been provided with clear guidance and this is reinforced on a regular basis. * 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. * 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.** * Schools have a regularly updated register of pupils with underlying health conditions. | Yes | Parents have been provided with clear guidance and this is reinforced on a regular basis.  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.  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.**  Schools have a regularly updated  register of pupils with underlying  health conditions. |  |
| **4.2 Staff with underlying health issues** | | | | | |
| **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** |  | * All members of staff with underlying health issues, 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. * 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. * Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as **clinically vulnerable** and **clinically extremely vulnerable.** * All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. * Current government guidance is being applied. | Yes | All staff have made their circumstances known to DC and a record is being kept  Regular communication between DC and staff to keep informed of any changes |  |
| **5. Enhancing mental health support for pupils and staff** | | | | | |
| **5.1 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** |  | * There are sufficient numbers of staff available to support pupils with mental health issues. * There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. * Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). * Resources/websites to support the mental health of pupils are provided. | Yes | All staff have had training on mental health and are able to access resources to support them and the child.  DC is available for more intimate conversations |  |
| **5.2 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** |  | * Staff are encouraged to focus on their wellbeing. * Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. * Staff briefings and training have included content on wellbeing. * Staff briefings/training on wellbeing are provided. * Staff have been signposted to useful websites and resources. | Yes | There has been close communication with all staff during closure and staff are open about their feelings.  DC is on hand to deal with any specific issues or concerned and is well equipped to support the staff |  |
| **Working from home can adversely affect mental health** |  | * Staff working from home due to self-isolation have regular catch-ups with line managers. * Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. * Appropriate work plans have been agreed with support provided where necessary. * Staff working from home may help provide remote learning for any pupils who need to stay at home. | Yes | All advice and guidance on home working was issued at the beginning of closure  Staff are aware they must discuss any issues or concerns with DC immediately to avoid a build up emotions |  |
| **5.3 Bereavement support** | | | | | |
| **Pupils and staff are grieving because of loss of friends or family** |  | * The school has access to trained staff who can deliver bereavement counselling and support. * Support is requested from other organisations when necessary. | Yes | No none cases yet but parents have been asked to inform us if there has been a bereavement in the family |  |
| **6. Maintaining educational provision for children of key workers and vulnerable children** | | | | | |
| **6.1 Maintaining provision** | | | | | |
| **Educational provision must still be maintained for priority children when the school reopens** |  | * Current government guidance is being followed. * Liaison is continuing with parents who are key workers agree required provision. * The facility for full-time attendance (KWs) is available where required (even if their peers are only attending part-time). * Arrangements are in place to ensure that this cohort is tracked and supported effectively. * Arrangements are in place where supervision for children of key workers needs to be extended beyond the normal school day. * Arrangements are in place to supervise children of key workers and vulnerable children over some holiday periods in-line with current government guidance. | Yes | Staff work on a rota basis  Attendance records are kept for KW children  Attendance is reported to the DfE and the LA  KW parents have my direct phone number and email |  |
| **7. Operational issues** | | | | | |
| **7.1 Review of fire procedures** | | | | | |
| **Fire procedures are not appropriate to cover new arrangements** |  | * Fire procedures have been reviewed and revised where required, due to: * Reduced numbers of pupils/staff * Possible absence of fire marshals * 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. | Yes | Markings have been placed on the playground for safe lining up  Staff are aware of any changes to procedure  Only 2 year groups in school at any one time therefore reducing the risk |  |
| **Fire evacuation drills - unable to apply social distancing effectively** |  | * Plans for fire evacuation drills are in place which are in line with social distancing measures. | Yes | Markings have been placed on the playground for safe lining up |  |
| **Fire marshals absent due to self-isolation** |  | * An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. | Yes |  |  |
| **7.2 Managing premises on reopening after lengthy closure** | | | | | |
| **All systems may not be operational** |  | * Government guidance is being implemented where appropriate. * All systems have been recommissioned. | Yes | Mr Watkin has had the government guidance for 2 weeks now and has been checking all systems such as water quality etc.  DC has seen a record of all utility checks |  |
| **Statutory compliance has not been completed due to the availability of contractors during lockdown** |  | * All statutory compliance is up to date. * Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. | Yes |  |
| **7.3 Contractors working on the school site** | | | | | |
| **Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control** |  | * Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. * 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). | Yes | No contracted work planned for the next 3 weeks.  Review in 3 weeks or when a contractor is booked to enter the premise |  |
| **8. Finance** | | | | | |
| **8.1 Costs of the school’s response to COVID-19** | | | | | |
| **The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties** |  | * Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. * Additional sources of income are under exploration. * The school’s projected financial position has been shared with governors and LA or trust. | Yes | Main additional costs have been for cleaning products and basic PPE  Nicky is keeping a record of additional costs |  |
| **9. Governance** | | | | | |
| **9.1 Oversight of the governing body** | | | | | |
| **Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.** |  | * 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 Head’s report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school’s response to COVID-19. * Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. * Minutes of governing body meetings are reviewed to ensure that they accurately record governors’ oversight and holding leaders to account for areas of statutory responsibility. | Yes |  |  |
| **10. Additional site-specific issues and risks** | | | | | |
| **Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them** | | | | | |
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