

# COVID-19: Operational Risk Assessment for Bishop Douglass, East Finchley

## Full School Reopening in Sept 2020

| Member of Staff and Job Title:        | Date of Assessment: | Date of Review:              | Covered by this assessment:                               |
|---------------------------------------|---------------------|------------------------------|---|
| Martin Tissot – Executive Headteacher | 11 07 2020          | W/B 2 <sup>nd</sup> November | Staff, pupils, parents, visitors, volunteers, contractors |

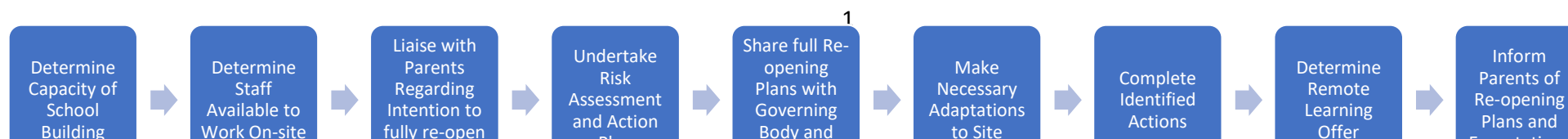
### Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the return of the school after half-term on the 2<sup>nd</sup> of November and ensure the school continues to operate in a safe way. This risk assessment has been written taking into account the latest guidance issued by the Department for Education: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

### Other Related Documents:

| Relevant Existing Policies  | Local Authority/Trust documents   | Recent Government Guidance:  |
|---|---|--|
| Health and Safety Policy<br>First Aid Policy<br>Child Protection and Safeguarding Policies<br>Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2012<br>The Health Protection (Notification Regulations) 2010<br>Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'<br>Existing Risk Assessment for school phased re-opening | Covid19 Education and Skills Service Strategy (April 2020)<br><br>Education and Skills Service Recovery Planning support for schools (May 2020) | <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a><br><br><a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings</a><br><br><a href="https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak</a><br><br><a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a><br><br><a href="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a> |

### Suggested Steps of Re-opening Preparation:



## Risk matrix

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| <b>Impact risk rating:</b>   |
| 5. Catastrophic/severe threat to health  |
| 4. Major – e.g. likely to result in school closure/more significant threat to health |
| 3. Moderate – e.g. likely to result in one or more classes having to close           |
| 2. Minor   |
| 1. Negligible  |

| Specific Concern/<br>Risk  | Impact<br>score<br>(a) | Control Measures  | In<br>Place<br>(Y/N) | Implications for opening the<br>school and further action<br>proposed                    | Impact Rating Following<br>controls |
|--|------------------------|---|----------------------|--|-------------------------------------|
| 1. Risk that there are<br>Insufficient staff to<br>support all the pupils<br>to be in school | 3                      | <ul style="list-style-type: none"> <li>Plan staff availability and ask staff to telephone in last week of summer holidays if there are problems returning.</li> </ul>   | Y                    | <b>Mention in final staff briefing and opening arrangements document.</b>                | 1                                   |
|  |                        | <ul style="list-style-type: none"> <li>Plan for how many and which staff will be available, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments where appropriate inviting staff to come forwards if they have any concerns or vulnerabilities they want to bring to management attention</li> </ul> | Y                    | <b>Mention in final staff briefing. Barnet individual RA to be used where necessary.</b> |                                     |
|  |                        | <ul style="list-style-type: none"> <li>Based on available staffing and any cover secured, confirm that full return will be achieved/ or how many pupils and how many classes can be supported. Organise home learning (education off site) for pupils when not on the premises for a protracted period.</li> </ul>  | Y                    | <b>Heads of Year will ensure work is sent home/collected from school appropriately</b>   |                                     |
|  |                        | <ul style="list-style-type: none"> <li>Ensure flexible and responsive use of teaching assistants/ambassadors</li> </ul>   | Y                    |  |                                     |
|  |                        | <ul style="list-style-type: none"> <li>Ensure there are sufficient support staff available to support those pupils who need a high level of support, including those with SEND whilst minimising changes in contact. Some pupils, for example those with Autism,</li> </ul>   | Y                    | <b>Staff timetables to be made for September to ensure coverage.</b>                     |                                     |

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|  |   | will need to be supported by the same adults, where possible   |   |  |   |
|  |   | <ul style="list-style-type: none"> <li>Full use is made of test and trace to inform staff deployment i.e. ensure staff understand the system and are able to attend work; some may have to self-isolate due to test and trace</li> </ul>                           | Y | <b>Review the system for alerting Mrs Henderson about absence from school. 07968 670542 as soon as you are aware of the need to self-isolate</b> |   |
|  |   | <ul style="list-style-type: none"> <li>Ensure there are staff to deliver on site learning (for those attending school) and remote learning (for those who are learning at home)</li> </ul>   | Y | <b>Home learning through a Microsoft teams timetable will operate if a year group or year groups are sent home.</b>                              |   |
| 2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective remote learning. | 3 | <ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> </ul>   | Y | <b>Responsibility of Mrs Henderson on 07968 670542</b>   | 1 |
|  |   | <ul style="list-style-type: none"> <li>Full use is made of all available staff</li> </ul>  | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> </ul>  | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self isolating due to test and trace</li> </ul>   | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>A clear message is sent out as to which pupils and which staff will be in school and at home each day and a blended model of remote learning and attendance at school is utilised until staffing levels improve.</li> </ul> | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Where possible, pupils with EHCP/SEND or considered vulnerable are prioritised to be in school.</li> </ul>  | Y |  |   |
| 3. Risk of transmission of COVID-19 infection from use of supply teachers, temporary teachers, peripatetic                                       | 3 | <ul style="list-style-type: none"> <li>Where possible, minimise the number of different supply teachers visiting the school.</li> </ul>  | Y | <b>Protocol sheet for supply teachers to be updated with guidance as to avoiding Transmission.</b>   | 1 |

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| teachers and deployment of ITT trainees.  |   | <ul style="list-style-type: none"> <li>Ensure visiting staff are aware of and adhere to distancing and hygiene measure and minimise contact to only pupils who need to be taught.</li> </ul>  | Y | <b>Visitors protocol in place viz. Free of Covid-19 symptoms, not unwell, comply with infection prevention and control measures including temperature test, mandatory hand hygiene, social distancing, avoiding unnecessary areas. Contact details of all visitors/contractors retained for two months.</b> |   |
|   |   | <ul style="list-style-type: none"> <li>Arrange COVID-19 training and screen visiting ITT trainees before they can join a Year group.</li> </ul>   | Y |   |   |
|   |   | <ul style="list-style-type: none"> <li>Negotiate the deployment of ITT trainees with their provider to ensure that their training needs are met but contact and distance requirements are adhered to.</li> </ul>  | Y |   |   |
| 4. Risk of infection of <b>extremely clinically vulnerable</b> members of the household of a member of staff. | 4 | <ul style="list-style-type: none"> <li>Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and ensuring 2m distance from others, as far as is reasonably possible</li> </ul>                  | Y | <b>All staff who wish to discuss vulnerabilities or have a bespoke risk assessment to see Mrs Henderson asap</b>  | 1 |
| 5. Risk of not covering essential functions (first-aid, DSL, SENCo).  | 3 | <ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>   | Y | <b>List of First-aid qualified staff to be updated in the staff handbook</b>  | 1 |
|   |   | <ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>   | Y |   |   |
|   |   | <ul style="list-style-type: none"> <li>Ensure First Aid certificates are up to date (previously extended for 3 months)</li> </ul>   | Y |   |   |
|   |   | <ul style="list-style-type: none"> <li>Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first-aid as social distancing may not be possible to maintain while attending to individuals.</li> </ul> | Y |   |   |

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|   |   | <ul style="list-style-type: none"> <li>• Programme of training for staff in place (e.g. COVID-19 training, Safeguarding)</li> </ul>   |   | <b>Infection control training will be delivered to all staff in September</b> |   |
| 6. Risks to health and safety because staff are not trained in new procedures.  | 3 | <ul style="list-style-type: none"> <li>• The staff handbook will be revised to include new protocols for social distancing and infection control and an operations sheet will be issued to staff.</li> </ul>  | Y | <b>All staff to take online COVID test through Safesmart.</b>                 | 1 |
|   |   | <ul style="list-style-type: none"> <li>• Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include: <ul style="list-style-type: none"> <li>○ Infection control</li> <li>○ Fire safety and evacuation procedures</li> <li>○ Constructive behaviour management</li> <li>○ Safeguarding</li> <li>○ Risk management</li> </ul> </li> </ul> | Y |   |   |
| 7. Risk that staff who are extremely critically vulnerable are not identified and so measures have not been put in place to protect them. | 4 | <ul style="list-style-type: none"> <li>• Those that are extremely critically vulnerable will be asked to co-operate on drawing up a bespoke risk assessment. The controls must enable the ability to reduce the number of different contacts and keep a safe distance, and they must not be employed in any role where high-risk activities may be carried out, for example personal care.</li> </ul>                     | Y |   | 1 |
|   |   | <ul style="list-style-type: none"> <li>• All members of staff with underlying health issues have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated.</li> </ul>                      | Y |   |   |
|   |   | <ul style="list-style-type: none"> <li>• Members of staff who are classed as clinically vulnerable and clinically extremely vulnerable have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice and apprise the school.</li> </ul>   | Y |   |   |
|   |   | <ul style="list-style-type: none"> <li>• Staff are clear about the definitions and associated mitigating strategies in relation to</li> </ul>   | Y | <b>Included in staff training on first day back.</b>                          |   |

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|   |   | people who are classed as clinically vulnerable and clinically extremely vulnerable  |   |  |   |
|   |   | • Current government guidance is being applied.  | Y |  |   |
| <b>B. Teaching Spaces, the Learning and School Environment</b>  |   |  |   |  |   |
| 8. Risk of transmission within the school building (this includes breakfast club and after school activities) | 3 | • Audit accommodation and the full range of curriculum needs in order to establish the size of pupil bubbles.  | Y | <b>Year group bubbles will be in operation.</b>  | 1 |
|   |   | • Take account of the unique needs of individual pupils, including those with SEND   | Y |  |   |
|   |   | • Classes/spaces remodelled to allow for adults to maintain a distance (ideally 2 metres) from pupils and other adults.  | Y | <b>2 metre tape around teacher desk in each classroom.</b>   |   |
|   |   | • Reducing the amount of face-to-face interactions by arranging desks to face the front of the classroom.  | Y |  |   |
|   |   | • Protocols around reduction of contacts and social distancing shared with pupils. These will be carefully demonstrated for pupils with SEN, checking that the pupil has understood reduction of contacts and social distancing. Where a pupil cannot or may not understand social distancing or for those who need close contact care, education and care support will be provided as normal. | Y | <b>Pupils will be told about minimising contacts and not frequenting, playing with, walk home with, others in other year groups unless they live in the same household</b> |   |
|   |   | • Clear signage displayed in classrooms promoting reduction of contacts and social distancing  | Y | <b>'Stay safe and keep to your year group' message</b>   |   |
|   |   | • Pupils remain, subject allowing, in their designated learning space. A rota to allow access to the specialised areas of Drama and Science will be set up. Students will be kept last from line up to ensure no crossing of bubbles takes place.  | Y |  |   |
|   |   | • All staff should avoid close face to face contact with pupils where possible. Clearly this may not be possible in certain situations e.g. supporting a child with SEN, when implementing the appropriate controls (eg  | Y |  |   |

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|   |   | wearing face masks/PPE) is extremely important.  |   |  |   |
|   |   | <ul style="list-style-type: none"> <li>Breakfast provision, after school clubs etc will maintain the integrity of the year group bubble or will ensure strict 2 metre distancing. If for any reason it is not possible to maintain the bubbles being used during the school day then small, consistent groups will operate.</li> <li>As with physical activity during the school day, contact sports will not take place.</li> </ul> | Y |  |   |
| 9. Risk of transmission in spaces used as classrooms/ teaching spaces/study areas/            | 3 | <p>Person number limits are set for large spaces e.g. school hall, sports hall to facilitate the reduction of contacts and ensure social distancing</p> <ul style="list-style-type: none"> <li>Year group 'bubbles' must not have contact with each other, this includes breaks, lunchtime. Pupils should be encouraged to practice reduction of contacts and social distancing at all times.</li> </ul>                             | Y | <b>Limits to be set on key rooms within the school building to allow '1 metre plus' social distancing.</b> | 1 |
|   |   | <ul style="list-style-type: none"> <li>Large gatherings of more than one bubble will be avoided</li> </ul>   | Y |  |   |
|   |   | <ul style="list-style-type: none"> <li>Timetable design and layout arrangements in place allows for zoning of classrooms, the reduction of contacts and social distancing whilst also keeping groups/bubbles apart.</li> </ul>   | Y |  |   |
| 10. Risks of transmission during use of playground, outside school, travel to and from school | 3 | <ul style="list-style-type: none"> <li>Leadership are realistic about the difficulties of reducing contacts and social distancing for pupils in outside spaces, but will enforce social distancing.</li> </ul>   | Y |  | 1 |
|   |   | <ul style="list-style-type: none"> <li>Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>  | Y | <b>Hand-sanitiser available in playground areas</b>  |   |
|   |   | <ul style="list-style-type: none"> <li>Drinking fountains closed down and children encouraged to bring their own water bottle</li> </ul>   | Y |  |   |
|   |   | <ul style="list-style-type: none"> <li>Playground areas demarked and zoned to allow for integrity of year group clusters</li> </ul>  | Y |  |   |
|   |   | <ul style="list-style-type: none"> <li>Outside spaces are divided and demarked for year groups of children to use to facilitate</li> </ul>   | Y |  |   |

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|   |   | children staying in their year group bubbles as much as possible.   |   |  |   |
|   |   | <ul style="list-style-type: none"> <li>Playgrounds are cleaned and key surfaces wiped after each break and lunchtime session.</li> </ul>  | Y | <b>Table tennis tables will be wiped down. Pupils have to bring own equipment.</b> |   |
| 11. Risk of staff having to move between groups   | 3 | <ul style="list-style-type: none"> <li>Where staff have to move between bubbles to deliver the school timetable they maintain a 2-metre distance from pupils and colleagues where possible.</li> </ul>  | Y |  | 1 |
| 12. Risks of transmission due to movement around the school.  | 4 | <ul style="list-style-type: none"> <li>Arrange for corridors to be one-way where possible</li> </ul>  | Y |  | 1 |
|   |   | <ul style="list-style-type: none"> <li>Clear signage and markers as to zoning of classrooms</li> </ul>  | Y | <b>Action site staff</b>   |   |
|   |   | <ul style="list-style-type: none"> <li>Corridors are divided where feasible</li> </ul>  | Y |  |   |
|   |   | <ul style="list-style-type: none"> <li>Pinch points and bottlenecks are identified and managed, movement of groups is managed so as to minimise close contact if possible</li> </ul>  | Y |  |   |
|   |   | <ul style="list-style-type: none"> <li>Movement of pupils and staff around the school is minimised through zoning</li> </ul>  | Y |  |   |
|   |   | <ul style="list-style-type: none"> <li>Pupils are reminded regularly of protocols for reduction of contacts and social distancing</li> </ul>  | Y |  |   |
| 13. Risk of transmission due to number of people near entrances and exits at the start and end of the school day. | 4 | <ul style="list-style-type: none"> <li>Start and departure times are staggered where possible with different entrances being used where possible for entry and exit to the school.</li> </ul>   | Y |  | 1 |
|   |   | <ul style="list-style-type: none"> <li>Parents and those picking up children asked not to congregate around entrances</li> </ul>  | Y |  |   |
|   |   | <ul style="list-style-type: none"> <li>Stagger time for SEN Transport drop offs and pick ups</li> </ul>   | Y |  |   |
|   |   | <ul style="list-style-type: none"> <li>Queuing system and a process for staff to greet each pupil in place with movement managed: all advised to wash hands immediately on arrival, and then go straight to their dedicated playground area/registration base.</li> </ul> | Y |  |   |



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|   |   | <ul style="list-style-type: none"> <li>Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes</li> </ul>  | Y |  |   |
|   |   | <ul style="list-style-type: none"> <li>1 metre ground markings visible to all to avoid queuing</li> </ul>   | Y | Site staff   |   |
|   |   | <ul style="list-style-type: none"> <li>Parents given advice on walking/cycling to school, avoiding public transport and minimising driving, pulling up close to the school</li> </ul>   | Y |  |   |
|   |   | <ul style="list-style-type: none"> <li>Advice given on suitability of pupils cycling on the pavement and availability of storage</li> </ul>   | Y |  |   |
| 14. Risk of transmission because pupils do not observe agreed protocols for the reduction of contacts and social distancing at break lunchtimes and before and after school | 3 | <ul style="list-style-type: none"> <li>Break and lunch times will not be staggered. The Dance Studio will be set up as a year 10,11 and 6<sup>th</sup> form dining hall. Children are kept within year group bubbles and supervised closely.</li> </ul> | Y |  | 1 |
|   |   | <ul style="list-style-type: none"> <li>Space is divided with clear demarcations</li> </ul>  | Y |  |   |
|   |   | <ul style="list-style-type: none"> <li>Pupils are reminded about the protocols of reduction of contacts and social distancing before every break and lunchtime and at the end of the school day</li> </ul>  | Y |  |   |
|   |   | <ul style="list-style-type: none"> <li>Supervision levels will be enhanced to support all pupils, including those pupils needing a high level of adult support.</li> </ul>  | Y | Extra support staff brought in early on to ensure supervision. |   |
| 14b Risk of transmission because pupils do not observe protocols for wearing of face masks on corridors and in communal areas   |   | <ul style="list-style-type: none"> <li>Pupils are reminded about the protocols for wearing face masks.</li> <li>Spare masks are available at Student Services for 10p and a XO sanction.</li> </ul>   | Y |  |   |
| 15. Risk of transmission because pupils do not observe agreed protocols for reduction of contacts and ensuring social   | 3 | <ul style="list-style-type: none"> <li>Pupils are reminded about the protocols of the reduction of contacts and social distancing, before every lunchtime</li> </ul>  | Y |  | 1 |
|   |   | <ul style="list-style-type: none"> <li>Pupils asked to wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch</li> </ul>   | Y |  |   |

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| distancing at lunchtimes   |   | times or any activity away from their designated learning area.   |   |  |   |
|  |   | <ul style="list-style-type: none"> <li>Dining room areas and other spaces are configured to ensure the reduction of contacts and social distancing measures are in place when pupils eat. Where possible pupils will be front facing and facing the same direction i.e. not face to face.</li> </ul>        | Y | Site staff                               |   |
|  |   | <ul style="list-style-type: none"> <li>Floor markings are visibly marked to avoid queues – 1 metre plus social distancing.</li> </ul>   | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces</li> </ul>   | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>If children choose to bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food</li> </ul>   | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>   | Y |  |   |
| 16. Staff rooms and offices do not allow for observation of reduction of contacts and social distancing guidelines | 4 | <ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for the reduction of contacts and social distancing; also number limits are placed on rooms. Ventilation secured.</li> </ul> | Y |  | 1 |
|  |   | <ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms and restrictions that apply.</li> </ul>  | Y |  |   |
| 17. The configuration of medical room may compromise reduction of contacts and social distancing measures          | 3 | <ul style="list-style-type: none"> <li>Reduction of contacts and social distancing provisions are in place for medical rooms</li> </ul>   | Y |  | 1 |
|  |   | <ul style="list-style-type: none"> <li>Additional waiting rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> </ul>  | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>PPE available if medical staff are dealing with pupil with symptoms</li> </ul>   | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas</li> </ul>  | Y | Additional cleaner(s) have been employed |   |

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| 18. Groups of people gather in reception areas which may contravene reduction of contacts and social distancing guidelines | 3 | <ul style="list-style-type: none"> <li>Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school.</li> </ul>   | Y |  | 1 |
|  |   | <ul style="list-style-type: none"> <li>The 1 metre floor markings are clearly in place outside the main exit and in the reception area</li> </ul>   | Y | Site staff   |   |
|  |   | <ul style="list-style-type: none"> <li>Reduction of contacts and social distancing protocols and guidance are clearly displayed to protect those staff on reception duty</li> </ul>   | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Non-essential visitors to school and deliveries are minimised</li> </ul>   | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Arrangements are in place for visitors to stay apart</li> </ul>  | Y | Site staff, protocol on back of visitor badge  |   |
| 20. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.              | 4 | <ul style="list-style-type: none"> <li>Testing of staff or pupils – if school has home testing kits - give to any symptomatic staff or pupil when they are sent home. If not, ensure the staff/parents/pupils know the process to get tested.</li> </ul>  | Y | School will look to purchase some home testing kits in addition to government supply and will advise parents on how to get tested. | 1 |
|  |   | <ul style="list-style-type: none"> <li>Ensure that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home</li> </ul> | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>   | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>PPE on hand.</li> </ul>  | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Active engagement with NHS Test and Trace</li> </ul>   | Y |  |   |
| 21. Risk of the virus spreading via surfaces in the school unless there is regular cleaning                                | 4 | <ul style="list-style-type: none"> <li>Consideration should be given regarding the continued use of items that are frequently used by several pupils that are not essential and difficult to keep clean, for example outdoor play equipment.</li> </ul>   | Y | PE department informed about soft rubber items eg table tennis bats and ensuring wiping down between different bubbles             | 1 |

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|  | <p>Establish arrangements for all frequently touched surfaces and equipment e.g.</p> <ul style="list-style-type: none"> <li>• door handles</li> <li>• handrails</li> <li>• tabletops</li> <li>• play equipment</li> <li>• toys</li> <li>• electronic devices (such as phones)</li> <li>• specialist equipment, including equipment used by pupils with SEN</li> </ul> | Y | <b>Extra cleaning facility on hand when pupils are in school. Anti-bacterial wipes and had gel sanitiser and tissues in every classroom.</b>              |  |
|  | <ul style="list-style-type: none"> <li>• When cleaning, we will use the right products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces and we have consulted with our contractors about enhanced cleaning protocols</li> </ul>   | Y | <b>BTO to review and re-order when necessary.</b>   |  |
|  | <ul style="list-style-type: none"> <li>• Limit the number of shared resources that are taken home by staff and pupils and exercise the right procedures when there is exchange of such resources (exercise books can move between teachers and pupils for marking purposes)</li> </ul>  | Y | <b>Staff are advised that books can be taken home and normal precautions will suffice ie avoid touching eyes, nose and mouth and wash hands regularly</b> |  |
|  | <ul style="list-style-type: none"> <li>• Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom.</li> </ul>  | Y |   |  |
|  | <ul style="list-style-type: none"> <li>• Staff should make sure they wash their hands and surfaces, before and after handling pupils' books</li> </ul>  | Y | <b>Anti-bacterial wipes and had gel sanitiser and tissues in every classroom.</b>   |  |
|  | <ul style="list-style-type: none"> <li>• Staff should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations.</li> </ul>  | Y | <b>Anti-bacterial wipes and had gel sanitiser and tissues in every classroom.</b>   |  |
|  | <ul style="list-style-type: none"> <li>• There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this.</li> </ul>   | Y |   |  |

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| 22. Risk of virus spreading because the school has insufficient materials and equipment         | 4 | <ul style="list-style-type: none"> <li>Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms</li> </ul>  | Y |   | 1 |
|   |   | <ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>  | Y | <b>Anti-bacterial wipes and had gel sanitiser and tissues in every classroom.</b> |   |
|   |   | <ul style="list-style-type: none"> <li>Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,</li> </ul>  | Y |   |   |
|   |   | <ul style="list-style-type: none"> <li>Bins to be double bagged and emptied</li> </ul>   | Y |   |   |
|   |   | <ul style="list-style-type: none"> <li>Disposable tissues available in each classroom to implement the 'catch it, bin it, kill it' approach in each classroom</li> </ul>   | Y |   |   |
| 23. Provision and use of PPE for staff where required is not in line with government guidelines | 3 | <ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> </ul>   | Y |   | 1 |
|   |   | <ul style="list-style-type: none"> <li>Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely</li> </ul> | Y | <b>Check on training and protocols</b>  |   |
|   |   | <ul style="list-style-type: none"> <li>Staff are reminded that the wearing of gloves is not a substitute for good handwashing</li> </ul>   | Y |   |   |
| 24. Pupils forget to wash their hands regularly and frequently                                  | 4 | <ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> </ul>  | Y |   | 1 |
|   |   | <ul style="list-style-type: none"> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.</li> </ul>  | Y | <b>Guidelines for teaching updated.</b>   |   |
|   |   | <ul style="list-style-type: none"> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>  | Y |   |   |
| 25. Pupils' behaviour on return to school does not comply with                                  | 3 | <ul style="list-style-type: none"> <li>Clear messaging to pupils on the importance and reasons for reducing contacts and social distancing is reinforced throughout the school</li> </ul>  | Y |   | 1 |

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| reduction of contacts and social distancing guidance     |   | day by staff and through posters, electronic boards, and floor markings. For pupils with SEN, including those with Autism, we will use appropriate methods such as pictures/PECS and modelling.  |   |   |   |
|  |   | <ul style="list-style-type: none"> <li>• Staff model reducing contacts and social distancing consistently.</li> </ul>  | Y |   |   |
|  |   | <ul style="list-style-type: none"> <li>• The movement of pupils around the school is minimised.</li> </ul>   | Y |   |   |
|  |   | <ul style="list-style-type: none"> <li>• Large gatherings are restricted and social distancing carefully observed with other measures in place eg doors and windows open.</li> </ul>   | Y | <b>Assemblies are permitted if they are within a year group – Sixth form can be regarded as a single bubble</b> |   |
|  |   | <ul style="list-style-type: none"> <li>• Break times and lunch times are structured to support the reduction of contacts and social distancing and are closely supervised</li> </ul>   | Y |   |   |
|  |   | <ul style="list-style-type: none"> <li>• The school's behaviour policy has been revised and leaders are clear as to the consequences for poor behaviour and deliberately breaking the rules and how the school will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules.</li> </ul> | Y |   |   |
|  |   | <ul style="list-style-type: none"> <li>• Senior leaders will monitor areas where there are breaches of reduction of contacts and breaches of social distancing measures and arrangements are reviewed.</li> </ul>  | Y |   |   |
|  |   | <ul style="list-style-type: none"> <li>• Messages to parents reinforce the importance of reduction of contacts and ensuring social distancing.</li> </ul>  | Y |   |   |
|  |   | <ul style="list-style-type: none"> <li>• Arrangements for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>   | Y |   |   |
| 26. Risk that regular enhanced cleaning capacity is at a | 4 | <ul style="list-style-type: none"> <li>• A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening.</li> </ul>  | Y |   | 1 |

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| reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required |   | <ul style="list-style-type: none"> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule includes: <ul style="list-style-type: none"> <li>more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach</li> <li>the regular cleaning of toilets</li> </ul> </li> </ul> | Y |   |   |
|   |   | <ul style="list-style-type: none"> <li>Working hours for cleaning staff are increased</li> </ul>   | Y | <b>Additional cleaners as above</b>   |   |
| 27. The use of fabric chairs may increase the risk of the virus spreading   | 3 | <ul style="list-style-type: none"> <li>Consideration to be given to taking fabric chairs out of use where possible and providing hard surface chairs that can be wiped down.</li> </ul>  | Y | <b>Some fabric chairs to be removed from the staff room. Disposable - seat covers provided with training as to how to use them.</b> | 1 |
|   |   | <ul style="list-style-type: none"> <li>Where that is not possible then chairs limited to single person use or disposable covers available.</li> </ul>  | Y |   |   |
| 28. Queues for toilets and handwashing, risks non-compliance with reduction of contacts and social distancing measures  | 4 | <ul style="list-style-type: none"> <li>Number limit for number of pupils per toilet at any one time in place with queuing supervision.</li> </ul>  | Y |   | 1 |
|   |   | <ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> </ul>  | Y |   |   |
|   |   | <ul style="list-style-type: none"> <li>1 metre floor markings are in place to enable reduction of contacts and social distancing.</li> </ul>   | Y |   |   |
|   |   | <ul style="list-style-type: none"> <li>Pupils informed that they must not crowd toilet facilities and must wait their turn.</li> </ul>   | Y |   |   |
|   |   | <ul style="list-style-type: none"> <li>Pupils are encouraged to access the toilet at less busy times during the school day to help avoid queues.</li> </ul>  | Y | <b>Additional toilets to be turned into pupil facilities.</b>   |   |
|   |   | <ul style="list-style-type: none"> <li>The toilets are cleaned frequently as laid out in the enhanced cleaning schedule</li> </ul>   | Y |   |   |

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|  |   | <ul style="list-style-type: none"> <li>Monitoring ensures a constant supply of soap and paper towels</li> </ul>   | Y |   |   |
|  |   | <ul style="list-style-type: none"> <li>Bins are emptied regularly.</li> </ul>   | Y |   |   |
|  |   | <ul style="list-style-type: none"> <li>Pupils are reminded regularly on how to wash hands.</li> </ul>   | Y |   |   |
| 29. Fire procedures are not appropriate to cover new arrangements                                | 4 | <ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>Increased numbers of pupils and difficulties of social distancing</li> <li>Possible absence of fire marshals</li> <li>A possible need for additional muster point(s) to enable reduction of contacts and social distancing (this may not be possible)</li> </ul> </li> </ul> | Y |   | 1 |
|  |   | <ul style="list-style-type: none"> <li>Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities)</li> </ul>  | Y |   |   |
|  |   | <ul style="list-style-type: none"> <li>Incident controller and fire marshals have been trained and briefed appropriately and have considered those with mobility issues</li> </ul>  | Y | Meeting of fire marshals week of 13 07 20 |   |
| 30. Fire marshals absent due to self-isolation   | 4 | <ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>   | Y |   | 1 |
| 31. All systems to ensure safe operation may not be optimal after a long period of staff absence | 3 | <ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate, see following link:<br/><a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a></li> </ul>   | Y |   | 1 |
|  |   | <ul style="list-style-type: none"> <li>All systems have been recommissioned including:<br/>Water systems (particularly legionella testing and controls in place)<br/>Electrical and gas safety checks<br/>Emergency escapes, lighting and fire detection systems<br/>Security systems<br/>Lifts and escalators<br/>Heating</li> </ul>   | Y | Site management                           |   |



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|  |   | Ventilation systems   |   |  |   |
| 32. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown | 4 | <ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> </ul>   | Y |  | 1 |
|  |   | <ul style="list-style-type: none"> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>The following guidance has been followed where appropriate:<br/><a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></li> </ul> | Y | Site management                                      |   |
| 33. Lack of good ventilation means that there is risk of transmission  |   | <ul style="list-style-type: none"> <li>We will ensure good ventilation in classrooms and common areas e.g. through opening a window, and ensure that air conditioning systems are maintained and serviced.</li> </ul>   | Y | Site management and 'Teacher guidelines for lessons' |   |
|  |   | <ul style="list-style-type: none"> <li>Follow guidance in the following link:</li> <li><a href="#">air conditioning and ventilation during the coronavirus outbreak.</a></li> </ul>   |   |  |   |
| 34. Visitors to the site (including parents) add to the risk   | 4 | <ul style="list-style-type: none"> <li>We will put in place signage giving routes, procedures, entrances and exits to be followed.</li> </ul>   | Y |  | 1 |
|  |   | <ul style="list-style-type: none"> <li>Limit the external visitors to the school during school hours</li> </ul>   | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.</li> </ul>   | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance or through media such as Zoom (and the use of small offices may not be suitable).</li> </ul>  | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Similarly we may hold SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually' using Zoom.</li> </ul>   | Y |  |   |
| 35. Contractors on-site whilst school is in  | 4 | <ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been</li> </ul>  | Y |  | 1 |

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| operation may pose a risk to reduction of contacts and ensuring social distancing and infection control  |   | designated as essential work by the government and so are set to continue.   |   |  |   |
|  |   | <ul style="list-style-type: none"> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe</li> </ul>   | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Written assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective reduction of contacts and social distancing is maintained at all times.</li> </ul>        | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Alternative arrangements are in place such as using a different entrance and exit for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> </ul>  | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Reduction of contacts and social distanced is being maintained throughout any such works.</li> </ul>  | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>   | Y |  |   |
| 36. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer adequate in the current circumstances and should be updated | 3 | <ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on the system of controls: protective measures regarding COVID-19 and its implications for the school.</li> </ul>  | Y |  | 1 |
|  |   | <ul style="list-style-type: none"> <li>The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.</li> </ul>   | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>  | Y |  |   |
| 37. Curriculum/ Learning Environment   |   | <ul style="list-style-type: none"> <li>We have consider what activities are more risky or not possible in current circumstances and the ways in which they should be amended.</li> <li>Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as</li> </ul> | Y | <p><b>Music lessons must not have singing.</b></p> <p><b>PE lessons must not have contact sport.</b></p> |   |

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|  |   | <p>PE, music and practical lessons are carried out safely in line with guidance e.g.:</p> <ul style="list-style-type: none"> <li>- in PE pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, ensuring social distancing between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>- In music lessons social distancing and playing outside will be 'de rigueur' wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> </ul> |   |  |   |
|  |   | <ul style="list-style-type: none"> <li>• Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support.</li> </ul>   |   |  |   |
| 38. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health | 4 | <ul style="list-style-type: none"> <li>• Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>○ Staff (inc staff at breakfast club and after school activities)</li> <li>○ Pupils</li> <li>○ Parents</li> <li>○ Governors/Trustees</li> <li>○ Local authority</li> <li>○ Health services</li> <li>○ Regional Schools Commissioner</li> <li>○ Professional associations</li> <li>○ Other partners</li> <li>○ Neighbouring schools/EY settings</li> </ul> </li> </ul>   | Y |  | 1 |

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|  |   | <ul style="list-style-type: none"> <li>○ Highways department</li> </ul>   |   |  |   |
|  |   | <ul style="list-style-type: none"> <li>● Parents are communicated with to make sure they know: <ul style="list-style-type: none"> <li>○ whether their child will be able to attend in September</li> <li>○ what protective steps you're taking to make the school a low-risk place for their child</li> <li>○ what you need them to do (such as on drop off and collection)</li> </ul> </li> <li>● For pupils with SEN, consideration will be given to the use of the individual Re-Integration Plan</li> </ul> | Y |  |   |
| 39. Pupils who are unable to attend school because they are complying with clinical and/or public health advice are not receiving access to remote education | 4 | ● School is aware of current guidelines for shielding   | Y |  | 1 |
|  |   | ● Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis.   | Y |  |   |
|  |   | ● Parents have been asked to make the school aware of pupils' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.  | Y |  |   |
|  |   | ● Schools have a regularly updated register of pupils with underlying health conditions.  | Y |  |   |
|  |   | ● Staff are available to ensure pupils at home continue to be provided with remote education  | Y |  |   |
| 40. Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general                | 2 | ● There are sufficient numbers of trained staff available to support pupils with mental health issues.  | Y |  | 1 |
|  |   | ● There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.   | Y |  |   |
|  |   | ● Wellbeing/mental health is signposted regularly in PSHE/virtual assemblies/pupil briefings  | Y |  |   |
|  |   | ● Resources/websites to support the mental health of pupils are provided.   | Y |  |   |

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| 41. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general | 3 | • Staff are encouraged to focus on their wellbeing and participate in school based activities eg Friday night sport   | Y |  | 1 |
|  |   | • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.  | Y |  |   |
|  |   | • Staff briefings and training have included content on wellbeing   | Y |  |   |
|  |   | • Staff briefings/training on wellbeing are provided with details of work/life support.   | Y |  |   |
|  |   | • Staff have been signposted to useful websites and resources.  | Y |  |   |
| 42. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.                              | 2 | • The governing body continues to meet regularly via online platforms.  | Y |  | 1 |
|  |   | • The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.                                   | Y |  |   |
|  |   | • 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. | Y |  |   |
|  |   | • Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.  | Y |  |   |
|  |   | • 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.                | Y |  |   |
| 43. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing  | 3 | • Guidance on test and trace has been published.  | Y |  | 1 |
|  |   | • The guidance has been explained to staff  | Y |  |   |
|  |   | • Post-testing and tracing support is available for staff through worklife support and a dedicated senior manager   | Y |  |   |

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| 44. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms   | 4 | <ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> </ul>  | Y |  | 1 |
|  |   | <ul style="list-style-type: none"> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of test and trace for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> </ul>  | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply</li> </ul> | Y |  |   |
|  |   | <ul style="list-style-type: none"> <li>A record of any COVID-19 symptoms in staff or pupils is reported to the local authority and to the MAT executive, Martin Tissot and James Martin</li> </ul>   | Y |  |   |
| 45. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 | 4 | <ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> </ul>   | Y |  | 1 |
|  |   | <ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>   | Y | <b>Content of first day back training course</b> |   |
|  |   | <ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>  | Y |  |   |
| 46. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in   | 4 | <ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> </ul>  | Y |  | 1 |
|  |   | <ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>   | Y |  |   |

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|--|---|--|---|--|---|
| the school including test and trace  |   | <ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>  | Y |  |   |
| 47. Staff, parents and carers are not aware of recommendations on transport to and from school | 4 | <ul style="list-style-type: none"> <li>Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12).</li> <li>Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures</li> </ul> | Y |  | 1 |