

COVID-19 Operational risk assessment for fully re-opening of Colindale Primary School from 8th March 2021.

| Member of Staff, Job Title and date: | Date of previous risk assessments: | Date of next review | Covered by this assessment: |
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| Lucy Rodgers, Headteacher 2 nd March 2021 | 23/3/2020, 30/5/2020, 17/7/2020, 7/10/2020, 4/2/2021 & 3/3/2021 | 31 st March 2021 | Staff, pupils, parents, governors, visitors, volunteers, contractors |

Purpose of this document:

This COVID19 Risk Assessment sets out the decisions taken and measures put in place to prepare for the partial re-opening of the school in January 2021 and ensure the school continues to operate in a safe way during the national lockdown. This risk assessment has been undertaken in conjunction with all the guidance on school reopening issued by the Department for Education, including the latest updates: <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 documents | Recent Government Guidance: |
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| Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2012 The Health Protection (Notification) Regulations 2010 Public Health England | Covid19 Education and Skills Service Strategy (April 2020) Education and Skills Service Recovery Planning support for schools (May 2020) | https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures 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/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/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 Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) Restricting attendance during the national lockdown: schools (publishing.service.gov.uk) Education and childcare settings: national lockdown from 5 January 2021 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950653/Education_and_childcare_settings_-_national_lockdown_from_5_January_2021_.pdf |

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| (PHE) (2017) 'Health protection in schools and other childcare facilities' Existing Risk Assessment for school phased re-opening | | <p>Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</p> <p>What to do if a child or adult is displaying symptoms, or is a confirmed case, of coronavirus (COVID19) in an early years setting https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/947315/EY_close_contact_actions_document.pdf</p> <p>DFE Schools coronavirus (COVID-19) operational guidance February 2021</p> |
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Risk matrix

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

| Specific Concern/ Risk | Impact score (a) | Probability score (b) | Current Risk Rating (a) x (b) | Control Measures | In Place (Y/N) | Implications for opening the school, action taken and further action proposed | Risk rating following controls (1-25) |
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| A. Staffing Resources | | | | | | | |
| 1. Risk that there are Insufficient staff to support all the pupils to be in school | 3 | 2 | 6 | <ul style="list-style-type: none"> Audit staff availability | Y | Staff in regular contact with HT and DHTs regarding their availability & all personal circumstances taken into account. | 3 |
| | | | | <ul style="list-style-type: none"> Establish 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 (see guidance distributed previously) | Y | Staff regularly update the HT regarding all medical issues and any changes in circumstances. Staff risk assessments carried out where needed | |

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| | | | <ul style="list-style-type: none"> Based on available staffing, decide if supply cover needed in order for all pupils to return. Organise remote learning (education off site) for pupils if they need to self-isolate. | Y | Class teachers who have been working primarily from home since January 4 th 2021, will return to working in school so they can teach their classes. No supply cover needed. |
| | | | <ul style="list-style-type: none"> Ensure flexible and responsive use of teaching assistants | Y | HLTAs, NNs, SENTAs & TAs will be returning to their substantive responsibilities. |
| | | | <ul style="list-style-type: none"> Ensure there are sufficient support staff available to support those pupils who need a high level of support, including those with SEND whilst minimising changes in contact. Some pupils, for example those with Autism will need to be supported by the same adults, where possible. Individual risk assessments written for pupils with EHCPs | Y | <p>All SENTAs are able to work in school supporting children with EHCPs</p> <p>Risk assessments carried out for all pupils with EHCPs to ensure they can attend school safely.</p> |
| | | | <ul style="list-style-type: none"> 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 | Y | <p>Staff lateral flow tests in use from 25th January for all staff who come into school.</p> <p>Systems set up & in place from the 25th January.</p> <p>All tests results reported and a risk assessment carried out for all positive results to ensure all 'contacts' self-isolate for 10 days.</p> |
| | | | <ul style="list-style-type: none"> Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school) and home learning (for those who are learning at home) | Y | <p>Teachers take responsibility for their classes in school.</p> <p>Remote learning packs prepared for any pupils who have to self-isolate.</p> |

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| | | | | | | Plan in place for remote learning if a whole class bubble needs to isolate. | |
| 2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning. | 3 | 1 | 3 | <ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. | Y | HT and Welfare Assistant lead on this. | 3 |
| | | | | <ul style="list-style-type: none"> Full use is made of all qualified teachers. | Y | All qualified teachers working from home or in school fulltime, delivering blended learning. | |
| | | | | <ul style="list-style-type: none"> Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. | Y | HLTAs, NNs, SENTAs & TAs leading bubbles in school enabling pupils to attend online lessons & also providing 1 to 1 online lessons for targeted pupils. | |
| | | | | <ul style="list-style-type: none"> 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 | Y | Staff lateral flow tests in use from 25 th January for all staff who come into school. Systems set up & in place from the 25 th January. All tests results reported, and a risk assessment carried out for all positive results to ensure all 'contacts' self-isolate for 10 days. | |
| | | | | <ul style="list-style-type: none"> A clear rationale is in place for which pupils will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve. | Y | Children of critical workers, vulnerable children & 2- and 3-year olds in school Little rainbows and Nursery classes), as recent guidance adhered to. | |
| | | | | <ul style="list-style-type: none"> Where possible, ensure pupils with SEND are prioritised to be in school | Y | SLT identify children who need to be in school and they are contacted. | |

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| 3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees. | 3 | 2 | 6 | <ul style="list-style-type: none"> Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies & internal cover. | Y | No supply staff used where at all possible. Internal staff used. | 3 |
| | | | | <ul style="list-style-type: none"> Ensure visiting staff are aware of and adhere to distancing and hygiene measure and minimise contact to only pupils who need to be taught. | Y | Visitors are discouraged. They are informed through a leaflet of the risk assessment measures in place & spoken to ensure they understand, before they are allowed in school. | |
| | | | | <ul style="list-style-type: none"> Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor. | Y | ITT trainees fully briefed and aware of the controls and procedures they need to follow. | |
| | | | | <ul style="list-style-type: none"> 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. | Y | Led by one of the DHTs who is responsible for students and volunteers. | |
| 4. Risk of infection of extremely clinically vulnerable members of the household of a member of staff. | 4 | 2 | 8 | <ul style="list-style-type: none"> Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible | Y | Staff members in this position are in close communication with the HT and keep her updated. | 4 |
| 5. Risk of not covering essential functions (first-aid, DSL, SENCo). | 3 | 2 | 6 | <ul style="list-style-type: none"> Provide cover for the role from within available staffing | Y | DSL or Deputy DSL always on site. | 3 |
| | | | | <ul style="list-style-type: none"> Ensure First Aid certificates are up to date | Y | Welfare assistant monitors this. | |
| | | | | <ul style="list-style-type: none"> Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals. | Y | PPE used in medical room and with any child who has developed a symptom, extra room allocated for this. | |
| | | | | <ul style="list-style-type: none"> Programme of training for additional staff in place (e.g. Safeguarding) | N/A | | |

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| 6. Risks to health and safety because staff are not trained in new procedures. | 3 | 2 | 6 | <ul style="list-style-type: none"> Procedures the same as when the school fully re-opened in September, so all staff familiar. Additional procedures communicated clearly to all staff e.g. use of face coverings. | Y | Reminders sent to all staff in emails; staff briefed by phase leaders; risk assessment shared. | 3 |
| | | | | <ul style="list-style-type: none"> Regular reminders of COVID-19 secure procedures through phase meetings on 365 Teams, emails from SLT & via the school bulletin, so all staff fully aware at all times. | Y | HT also regularly emails staff directly if needed. | |
| 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 | 1 | 4 | <ul style="list-style-type: none"> An individual risk assessment and suitable controls must be in place before they return to the workplace. 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. | Y | HT in communication with all staff and aware of all medical issues that arise. | 4 |
| | | | | <ul style="list-style-type: none"> 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 | Y | All staff able to work. Risk assessments carried out by HT where needed. | |
| | | | | <ul style="list-style-type: none"> 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 | Y | No staff currently in this group. | |
| | | | | <ul style="list-style-type: none"> Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable | Y | All staff clear. | |
| | | | | <ul style="list-style-type: none"> Current government guidance is being applied. | Y | | |
| B. Teaching Spaces, the Learning and School Environment | | | | | | | |
| 8. Risk of transmission within the school building (this includes | 3 | 3 | 9 | <ul style="list-style-type: none"> Class bubbles kept as intact as possible. | Y | Some limited mixing within year groups outside only. | 6 |

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| breakfast club and after school activities) | | | | <ul style="list-style-type: none"> • Take account of the unique needs of individual pupils, including those with SEN and the youngest children in the school. • Pupils who have complex needs or who need close contact care: Their educational and care support should be provided as normal. | Y | As Colindale has an ARP, all the needs of the individual children have been taken into account though risk assessments, e.g. some children wear face coverings in certain situations. |
| | | | | <ul style="list-style-type: none"> • Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children, where possible. | Y | Classes re-modelled and number of support staff kept to a minimum. |
| | | | | <ul style="list-style-type: none"> • Reducing the amount of face-to-face interactions by arranging desks front facing, where age appropriate. | Y | This has been done in years 4 to 6. Other year groups learn best in small groups. |
| | | | | <ul style="list-style-type: none"> • Protocols around reduction of contacts and maximising distance shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood reduction of contacts and maximising distance. Where a pupil does not understand maximising distance or for those who need close contact care, education and care support should be provided as normal. | Y | |
| | | | | <ul style="list-style-type: none"> • Clear signage displayed in classrooms promoting reduction of contacts and maximising distance | Y | Routines and protocols have been in place for nearly a year now and children know them well. |
| | | | | <ul style="list-style-type: none"> • Children stay with their own teacher/teaching assistant and where possible do not mix with other children ('bubble' model). This is particularly the case for pupils with SEN and younger children who are unable to adhere to reduction of contacts and maximising distance | Y | Bubbles kept separate and staff allocated to one bubble where at all possible. |

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| | | | | <ul style="list-style-type: none"> Where younger children are unable to reduce contact and maximise distance adults should avoid close face to face contact and minimise time spent within 1 metre of anyone. | Y | Staff aware of this. | |
| | | | 9 | <ul style="list-style-type: none"> For breakfast and after school clubs, schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year group bubbles where possible. If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups Schools should consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place. | Y | <p>Bubbles are kept separate in both Breakfast and After School Clubs, which are run by school staff and led by the HT.</p> <p>All other after school clubs and classes will be risked assessed before they start and keep the integrity of the bubbles.</p> | |
| 9. Risk of transmission in large spaces used as classrooms/teaching spaces | 3 | 3 | 9 | <ul style="list-style-type: none"> Limits are set for large spaces e.g. dining hall, school hall, sports hall to facilitate the reduction of contacts and maximise distance, minimising face to face contact | Y | In the dining hall, bubbles are kept at a distance of over 2 metres. | 6 |
| | | | | <ul style="list-style-type: none"> Large gatherings of more than one bubble should be avoided | Y | Bubbles kept separate at all times, except year groups mix | |

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| | | | | | | during outdoor playtimes. | |
| | | | | <ul style="list-style-type: none"> • Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping bubbles apart. | Y | No assemblies, toilets used at different time by each bubble, playground divided. | |
| 10. Risks of transmission during use of the outdoor learning environment for young children | 3 | 3 | 9 | <ul style="list-style-type: none"> • Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces • Close down drinking fountains and make arrangements for individual water bottles for children • Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances if shared between bubbles. • Small equipment used on a rota basis, with time for quarantine in between bubbles. • Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available • Outside spaces are divided and demarked for bubbles to use to facilitate children staying in their groups. • Resources are limited to facilitate effective cleaning daily • Bike and wheeled toy play: dependent on numbers – only to be used by the Nursery bubble | Y | Each EYFS bubble has its own outdoor space in which to play. | 6 |
| | | | | | Y | Fountains have not been used since before first lockdown in March 2020. | |
| | | | | | Y | Each bubble uses the trim trail for a week and then it is quarantined for 72 hours. Children ensured they have good hand hygiene after climbing. | |
| | | | | | Y | Limited use of small equipment – not shared between bubbles. | |
| | | | | | Y | PE lessons are outside unless it rains. | |
| | | | | | Y | Playground is divided into areas for each year group bubble. Playtimes kept separate. | |
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| | | | | <ul style="list-style-type: none"> Consider the removal or covering of areas which are difficult to clean such as mailable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them | Y | No sand. No mud kitchen. No playdough, unless used by only one child. | |
| | | | | <ul style="list-style-type: none"> Where staff have to move between bubbles to deliver the school timetable they should try to reduce contacts and maximise distance, keeping an ideal distance of 2 metres from pupils and staff where possible. | Y | Staff very aware of this. | |
| 11. Risk of staff having to move between groups | 3 | 2 | 6 | <ul style="list-style-type: none"> Arrange for corridors to be one-way where possible and where needed | Y | This has been in place since June 2020. | 6 |
| | | | | <ul style="list-style-type: none"> Face coverings are recommended when staff are moving around the school at busy times, when a 2-metre distance cannot be maintained e.g. at the start and end of the day and lunch and break times. | Y | Face coverings used by staff at certain times and in certain conditions – introduced in January. | |
| | | | | <ul style="list-style-type: none"> For pupils with SEND who need support with toileting – second adult to stand where possible at a 2-metre distance | Y | Face coverings worn if needed. | |
| 12. Risks of transmission due to movement around the school. | 4 | 3 | 12 | <ul style="list-style-type: none"> Clear signage and markers for the youngest children | Y | This has been in place for a long time and is well-established. | 8 |
| | | | | <ul style="list-style-type: none"> Corridors are divided where feasible | Y | This has been in place for a long time and a one-way system in place. | |
| | | | | <ul style="list-style-type: none"> Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible | Y | Especially at lunch and playtimes – staff on duty and monitor flow of traffic if needed. | |

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| | | | | <ul style="list-style-type: none"> • Movement of pupils and staff around the school is minimised | Y | This has been in place for a long time and is well-established. | |
| | | | | <ul style="list-style-type: none"> • Pupils are reminded regularly of protocols for reduction of contacts and maximising distance | Y | This has been in place for a long time and is well-established. | |
| | | | | <ul style="list-style-type: none"> • Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance | Y | | |
| | | | | <ul style="list-style-type: none"> • Face coverings are recommended when staff are moving around the school at busy times, when a 2-metre distance cannot be maintained e.g. at the start and end of the day and lunch and break times. | | | |
| | | | | <ul style="list-style-type: none"> • Start and departure times are staggered and parents encouraged to follow this | Y | <p>Children can be dropped off between 8.40 and 9 am and collected between 3 and 3.15 pm – R to Year 6.</p> <p>Nursery & Little Rainbows (2-year olds) 8.30-8.40/ 11.20-11.30 or 1215-12.25/3.00-3.15.</p> <p>Only one adult from each family allowed.</p> <p>Children in years 2 to 6 dropped off at the school gates in the morning, so less adults in the morning.</p> <p>Years 5 and 6 children encouraged to be Independent Travellers.</p> | |

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| 13. Risk of transmission due to number of people near entrances and exits at the start and end of the school day. | 4 | 3 | 12 | <ul style="list-style-type: none"> Procedures in place to reduce family waiting time | Y | Staggered start and end to the day- see above. | 8 |
| | | | <ul style="list-style-type: none"> Stagger time for SEN Transport drop offs and pick ups | Y | Children have to wait if it is busy. | | |
| | | | <ul style="list-style-type: none"> Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department | Y | All 3 gates in use. | | |
| | | | <ul style="list-style-type: none"> Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom | Y | This has been in place for a long time and is well-established. | | |
| | | | <ul style="list-style-type: none"> Unless essential, no parent/carer allowed to enter the buildings to drop off or collect children. | Y | This has been in place for a long time and is well-established. | | |
| | | | <ul style="list-style-type: none"> Consider special arrangements for settling children who are new to the school to enable the reduction of contacts and maximising of distance from parents where possible | Y | In place since October 2020. Parents are only invited into school to settle their children if essential and only for the minimum amount of time needed. | | |
| | | | <ul style="list-style-type: none"> Identify drop off and pick up waiting areas that can reduce contacts and maximise distance | Y | This has been in place for a long time and is well-established. | | |
| | | | <ul style="list-style-type: none"> Extend gate/entrance opening times to prevent queueing | Y | This has been in place for a long time and is well-established. | | |
| | | | <ul style="list-style-type: none"> Parents & carers are asked to wear face coverings at pick up and collection times, with frequently reminded via Weduc messages. | Y | This is working well. | | |
| <ul style="list-style-type: none"> Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes | Y | This has been in place for a long time and is well-established. | | | | | |

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| | | | | <ul style="list-style-type: none"> • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating | Y | Staff in place to encourage parents to leave the site quickly. Only one adult at drop-off and pick-up. | |
| | | | | <ul style="list-style-type: none"> • Floor markings and signs visible to all to avoid queuing | Y | This has been in place for a long time and is well-established. | |
| | | | | <ul style="list-style-type: none"> • Parents given advice on walking/cycling to school, avoiding public transport and minimising driving | Y | In a letter to parents as a reminder – 3/3/2021. | |
| | | | | <ul style="list-style-type: none"> • Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage | Y | In a letter to parents as a reminder. | |
| | | | | <ul style="list-style-type: none"> • Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space | Y | In place & 'school street' plans out for consultation. | |
| | | | | <ul style="list-style-type: none"> • Advice to pupils and families on maintaining road safety procedures despite changes. | Y | In a letter to parents as a reminder – 3/3/2021. | |
| 14. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing. | 3 | 3 | 9 | <ul style="list-style-type: none"> • For those that have to drive, advice on places they should and should not pick up, drop off and park. | Y | In a letter to parents as a reminder – 3/3/2021. | 3 |
| | | | | <ul style="list-style-type: none"> • Arrangements for kiss and drop, at school gates | Y | Well established procedures in place in September 2020. | |
| | | | | <ul style="list-style-type: none"> • Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc. | Y | This was done, but Highways were unable to provide any assistance. | |
| | | | | <ul style="list-style-type: none"> • Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required. | Y | This was done, but Highways were unable to provide any assistance. | |

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| | | | | <ul style="list-style-type: none"> Break and lunch times are staggered | Y | This has been in place since June 2020 and is well established. | |
| | | | | <ul style="list-style-type: none"> External areas are designated for different groups | Y | This has been in place since June 2020 and is well established. | |
| 15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes | 3 | 3 | 9 | <ul style="list-style-type: none"> Pupils are reminded about the protocols of reduction of contacts and maximising distance before every break time | Y | Protocols are now well established in all parts of the school. | 3 |
| | | | | <ul style="list-style-type: none"> Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support. | Y | SENTAs in place to support pupils with EHCPs who are in school. | |
| | | | | <ul style="list-style-type: none"> Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime | Y | Protocols are now well established in all parts of the school. | |
| | | | | <ul style="list-style-type: none"> Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area. | Y | This has been in place since June 2020 and is well established. | |
| 16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes | 3 | 3 | 9 | <ul style="list-style-type: none"> Dining room areas and other spaces are configured to ensure the reduction of contacts and maximising distance measures are in place when the children eat. | Y | Bubbles kept separate and at a safe distance. Children served their meal by a MTS so they do not mix. A vegetarian menus for all makes this possible. | 3 |
| | | | | <ul style="list-style-type: none"> If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food | Y | This has been in place since June 2020 and is well established. | |
| | | | | <ul style="list-style-type: none"> Eating areas are thoroughly cleaned after lunchtime | Y | Cleaning is a high standard and MTSs help with this after each sitting. | |

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| | | | | <ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for the reduction of contacts and maximising distance | Y | Extra rooms also allocated to staff breaks, to ensure staff maintain a safe distance. | |
| | | | | <ul style="list-style-type: none"> Staff have been briefed on the use of these rooms | Y | Well established as in place since September 2020. | |
| 17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines | 4 | 2 | 8 | <ul style="list-style-type: none"> Reduction of contacts and maximising distance provisions are in place for medical rooms | Y | Well established as in place since September 2020. | 8 |
| | | | | <ul style="list-style-type: none"> The Family Room is designated for pupils with suspect COVID-19 whilst collection is arranged | Y | | |
| | | | | <ul style="list-style-type: none"> Extra staff rooms created, with rules as to how many adults can occupy a room at any one time | Y | | |
| | | | | <ul style="list-style-type: none"> Extra work rooms for staff created, with rules as to how many adults can occupy a room at any one time | Y | | |
| 18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures | 3 | 2 | 6 | <ul style="list-style-type: none"> PPE available for staff dealing with all pupils' medical and first aid needs | Y | Now well established in school. | 3 |
| | | | | <ul style="list-style-type: none"> Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas | Y | | |
| | | | | <ul style="list-style-type: none"> 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. | Y | | |
| | | | | <ul style="list-style-type: none"> Staff on duty to remind parents/carers at drop-off and pick-up times | Y | | |
| 19. Groups of people gather in reception areas which may contravene reduction of contacts and | 3 | 2 | 6 | <ul style="list-style-type: none"> Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty | Y | Now well established in school. | 6 |
| | | | | <ul style="list-style-type: none"> Non-essential visitors to school and deliveries are minimised | Y | | |

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| maximising distance guidelines | | | | • Arrangements are in place for visitors to stay apart | Y | Now well established in school. | |
| | | | | • Perspex screen and wide desk in place for protection | Y | | |
| | | | | • Only one visitor allowed in reception at any one time | Y | | |
| | | | | • Parents encouraged to phone or email the office, rather than call in | Y | | |
| | | | | • Extra staff employed at busy times so the parents do not need to enter the school | Y | | |
| C. Hygiene and protective controls | | | | | | | |
| 20. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission. | 3 | 2 | 6 | • Ensure frequent hand cleaning and good respiratory hygiene practices | Y | Now well established in school. | 6 |
| | | | | • Regular cleaning | Y | | |
| | | | | • Good ventilation in all rooms | Y | | |
| | | | | • Minimise contact and mixing (see above) | Y | | |
| | | | | • See sections above re start and end of day arrangements, playtimes and break times | Y | Face coverings worn when 2 metre distance not possible around the school at busy times – start and end of the day and at break times etc. | |
| • Face coverings are recommended when staff are moving around the school at times when a 2-metre distance cannot be maintained | | | | | | | |
| 21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear. | 4 | 2 | 8 | • Asymptomatic tests given to all staff and results reported and recorded. | Y | Started 25 th January 2021 and running smoothly. | 8 |
| | | | | • Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms , or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home | Y | Now well established in school. | |
| | | | | • Make arrangements to isolate anyone with symptoms and have clear guidance and protocols | Y | Now well established in school. | |
| | | | | • PPE on hand. | Y | | |

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| | | | | <ul style="list-style-type: none"> Active engagement with NHS Test and Trace | Y | Now well established in school. | |
| 22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning | 4 | 2 | 8 | <ul style="list-style-type: none"> Consideration should be given regarding the continued use of items that are frequently used by multiple children that are not essential and difficult to keep clean, for example outdoor play equipment. | Y | Items removed in June 2020 and not re-introduced. | 4 |
| | | | | <p>Establish arrangements for all frequently touched surfaces and equipment e.g.</p> <ul style="list-style-type: none"> door handles handrails tabletops play equipment toys electronic devices (such as phones) specialist equipment, including equipment used by pupils with SEN | Y | Now well established in school. Extra cleaner during the day employed between 9.30 and 2.30 pm to ensure the school is extra clean and safe. | |
| | | | | <ul style="list-style-type: none"> When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces. | Y | Now well established in school. | |
| | | | | <ul style="list-style-type: none"> Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources. | Y | Now well established in school. | |
| | | | | <ul style="list-style-type: none"> Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom. | Y | Now well established in school – pupils have their own stationary packs and allocated laptops in KS2. | |
| | | | | <ul style="list-style-type: none"> Staff should make sure they wash their hands and surfaces, before and after handling pupils' books | Y | Now well established in school. | |
| | | | | <ul style="list-style-type: none"> 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. | Y | Now well established in school. | |
| | | | | <ul style="list-style-type: none"> There is no need for anything other than normal personal hygiene and washing of clothes | Y | | |

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| | | | | following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this | | | |
| 23. Risk of virus spreading because the school has insufficient materials and equipment | 4 | 1 | 4 | <ul style="list-style-type: none"> Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms | Y | Now well established in school. | 4 |
| | | | | <ul style="list-style-type: none"> Use of hand sanitisers at appropriate locations | Y | | |
| | | | | <ul style="list-style-type: none"> Bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste | Y | | |
| | | | | <ul style="list-style-type: none"> Bins to be double bagged and emptied | Y | | |
| | | | | <ul style="list-style-type: none"> Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom | Y | | |
| 24. Provision and use of PPE for staff where required is not in line with government guidelines | 3 | 1 | 3 | <ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. | Y | PPE worn by welfare assistant when treating children. | 3 |
| | | | | <ul style="list-style-type: none"> 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 | Y | PPE worn by cleaners and by SENTAs when needed. | |
| | | | | <ul style="list-style-type: none"> Staff are reminded that the wearing of gloves is not a substitute for good handwashing | Y | Staff do not wear gloves. | |
| | | | | <ul style="list-style-type: none"> Face coverings are recommended when staff are moving around the school at times when a 2-metre distance cannot be maintained | Y | Introduced in January 2021. | |
| | | | | | | | |
| 25. Pupils forget to wash their hands regularly and frequently | 4 | 1 | 4 | <ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. | Y | Now well established in school and pupils reminded prior to re-opening on 8 th March during remote lessons. | 4 |
| | | | | <ul style="list-style-type: none"> Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class. | Y | Now well established in school. | |

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| | | | | <ul style="list-style-type: none"> School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. | Y | Monitoring is constant in every area of the school. | |
| 26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance | 3 | 3 | 9 | <ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for reducing contacts and maximising distance is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling. | Y | Well established. | 3 |
| | | | | <ul style="list-style-type: none"> Staff model reducing contacts and maximising distance consistently. | Y | Well established. | |
| | | | | <ul style="list-style-type: none"> The movement of pupils around the school is minimised. | Y | Well established. | |
| | | | | <ul style="list-style-type: none"> Large gatherings are avoided | Y | No assemblies or cross bubble events have taken place since March 2020. | |
| | | | | <ul style="list-style-type: none"> Break times and lunch times are structured to support the reduction of contacts and maximising distance and are closely supervised | Y | Well established | |
| | | | | <ul style="list-style-type: none"> The school's behaviour policy has been revised and sets out clearly 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. | Y | Policy revised in March 2020 | |
| | | | | <ul style="list-style-type: none"> Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed. | Y | The risk assessment and all elements are under contact review by all leaders. | |
| | | | | <ul style="list-style-type: none"> Messages to parents reinforce the importance of reduction of contacts and maximising distance | Y | Regular reminders sent to parents via Weduc messaging service. | |

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| | | | | <ul style="list-style-type: none"> • Arrangements for younger primary school children have been agreed and staff are clear on expectations. | Y | Well established | |
| | | | | <ul style="list-style-type: none"> • Arrangements for pupils with SEN have been agreed and staff are clear on expectations. | Y | Well established – individual risk assessments are in place where needed. | |
| D. Premises and Buildings | | | | | | | |
| 27. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required | 4 | 1 | 4 | <ul style="list-style-type: none"> • A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening. | Y | Deep cleans take place where a positive case of COVID-19 has been identified and room not used for 72 hours if possible. | 4 |
| | | | | <ul style="list-style-type: none"> • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include: <ul style="list-style-type: none"> ○ more frequent cleaning of rooms / shared areas that are used by different groups ○ frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach ○ the regular cleaning of toilets | Y | Well established | |
| | | | | <ul style="list-style-type: none"> • Working hours for cleaning staff are increased | Y | We have employed an extra cleaner work cleans during the school day. | |
| 28. The use of fabric chairs may increase the risk of the virus spreading | 3 | 1 | 3 | <ul style="list-style-type: none"> • Take fabric chairs out of use where possible. | Y | Removed in June | 3 |
| | | | | <ul style="list-style-type: none"> • Where that is not possible then ensure chairs are limited to single person use. | Y | | |

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| 29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures | 4 | 3 | 12 | <ul style="list-style-type: none"> When bubbles are taken to the toilets e.g. before lunch, they are closely monitored | Y | Well established | 8 |
| | | | | <ul style="list-style-type: none"> There is a timetable for bubbles to use the toilet | Y | Well established | |
| | | | | <ul style="list-style-type: none"> Pupils know that they can only use the toilet one at a time. | Y | Well established | |
| | | | | <ul style="list-style-type: none"> Pupils are encouraged to access the toilet during throughout the day to help avoid queues. | Y | | |
| | | | | <ul style="list-style-type: none"> The toilets are cleaned frequently as laid out in the enhanced cleaning schedule | Y | | |
| | | | | <ul style="list-style-type: none"> Monitoring ensures a constant supply of soap and paper towels | Y | | |
| | | | | <ul style="list-style-type: none"> Bins are emptied regularly. | Y | | |
| | | | | <ul style="list-style-type: none"> Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. | Y | | |
| <ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points A possible need for additional muster point(s) to enable reduction of contacts and maximising distance where possible | Y | Reviewed again and fire drill took place 24.2.2021. A second one planned before Easter 2021 once all the pupils have returned to school. | | | | | |
| 30. Fire procedures are not appropriate to cover new arrangements | 4 | 3 | 12 | <ul style="list-style-type: none"> Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities) | Y | 4 | |
| | | | | <ul style="list-style-type: none"> Incident controller and fire marshals have been trained and briefed appropriately. | Y | | |
| | | | | <ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with reduction of contacts and maximising distance measures e.g. bubble muster points | Y | | See above. |

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| 31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively | 4 | 4 | 16 | <ul style="list-style-type: none"> Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons. | Y | | 8 |
| | | | | <ul style="list-style-type: none"> Consider access route for teachers and pupils with mobility issues, as reduction of contacts and maximising distance measures may not be possible during an emergency | Y | One lift out of order. Pupils in the ARP have a safe place they can evacuate to. | |
| | | | | <ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. | Y | | |
| 32. Fire marshals absent due to self-isolation | 4 | 3 | 12 | <ul style="list-style-type: none"> Government guidance is being implemented where appropriate, see following link: https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown | Y | Plenty of staff aware of responsibilities who can take on this role if needs be. | 4 |
| 33. All systems may not be operational | 3 | 1 | 3 | <ul style="list-style-type: none"> All systems have been recommissioned including: Water systems (particularly legionella testing and controls in place) Electrical and gas safety checks Emergency escapes, lighting and fire detection systems Security systems Lifts and escalators Heating Ventilation systems | Y | | 3 |
| | | | | All statutory compliance is up to date. | Y | | 3 |
| 34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown | 4 | 1 | 4 | <ul style="list-style-type: none"> Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. The following guidance has been followed where appropriate: https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm | Y | | 4 |
| | | | | <ul style="list-style-type: none"> Ensure good ventilation in classrooms and common areas e.g. through opening a window | Y | | 4 |

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| 35. Lack of good ventilation means that there is risk of transmission | 4 | 2 | 8 | <ul style="list-style-type: none"> Follow guidance in the following link: air conditioning and ventilation during the coronavirus outbreak. | Y | Ventilation systems serviced in November 2020. Site staff open windows as a part of their routine as they open the school every morning in all rooms used by children and staff. Staff ensure all rooms they are working in are well ventilated and on cold days wear extra layers to keep warm. | 4 |
| | | | | <ul style="list-style-type: none"> Signage giving routes, procedures, entrances and exits to be followed. | Y | | |
| | | | | <ul style="list-style-type: none"> Windows are opened in every room at the start of the day and kept open to ensure good ventilation throughout the day | Y | | |
| 36. Visitors to the site (including parents) add to the risk | 4 | 3 | 12 | <ul style="list-style-type: none"> Limit the external visitors to the school during school hours | Y | Well established | 4 |
| | | | | <ul style="list-style-type: none"> Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. touchscreen computer, with agreement to adhere to H & S measures. | Y | | |
| | | | | <ul style="list-style-type: none"> Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable) | Y | | |
| | | | | <ul style="list-style-type: none"> Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually' or in a well ventilated room, large enough for social distancing | N | | |
| 37. Contractors on-site whilst school is in operation may pose a | 4 | 3 | 12 | <ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. | Y | | 4 |
| | | | | <ul style="list-style-type: none"> An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe | Y | | |

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| risk to reduction of contacts and maximising distance and infection control | | | | <ul style="list-style-type: none"> Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective reduction of contacts and maximising distance is maintained at all times. | Y | Well established | |
| | | | | <ul style="list-style-type: none"> Alternative arrangements have been considered such as using a different entrance and exit for contractors and organising classes so that contractors and staff/pupils are kept apart. | Y | | |
| | | | | <ul style="list-style-type: none"> Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed. | Y | | |
| | | | | <ul style="list-style-type: none"> 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). | Y | | |
| E. General | | | | | | | |
| 38. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances | 3 | 2 | 6 | <ul style="list-style-type: none"> 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. | Y | All school policies have been reviewed and are current. | 3 |
| | | | | <ul style="list-style-type: none"> The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure | Y | This is under constant review and regularly updated. | |
| | | | | <ul style="list-style-type: none"> Staff, pupils, parents and governors have been briefed accordingly. | Y | | |
| 39. Curriculum/ Learning Environment | 3 | 3 | 9 | <ul style="list-style-type: none"> Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place. Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such | Y | Well established. | 3 |

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| | | | | <p>as PE, music and practical lessons are carried out safely in line with guidance e.g.:</p> <ul style="list-style-type: none"> - 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, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. - In music lessons physical distancing and playing outside will be done wherever possible, 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. | | Well established | |
| | | | | <ul style="list-style-type: none"> • 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. | Y | Well established | |
| 40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health | 4 | 3 | 12 | <ul style="list-style-type: none"> • Communications strategies for the following groups are in place: <ul style="list-style-type: none"> ○ Staff (inc staff at breakfast club and after school activities) ○ Pupils ○ Parents ○ Governors ○ Local authority ○ Health services ○ Regional Schools Commissioner ○ Professional associations ○ Other partners ○ Neighbouring schools/EY settings ○ Highways department | Y | All stakeholders are very familiar with the school's COVID-19 secure arrangements. Risk Assessment on website. Key controls and protocols sent to parents via letters and Weduc messaging service. | 4 |

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| | | | | <ul style="list-style-type: none"> Parents are communicated with to make sure they know: <ul style="list-style-type: none"> that school is open for all pupils from 8th March and that it is compulsory. what protective steps you're taking to make the school a low-risk place for their child what you need them to do (such as on drop off and collection) For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan | Y | Key controls and protocols sent to parents via letters and Weduc messaging service. Lots of reminders sent and staff available to remind parents at drop-off and pick-up times. | |
| 41. 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 | 3 | 12 | <ul style="list-style-type: none"> School is aware of current guidelines for shielding | Y | All pupils are carefully monitored to ensure they are participating with learning in school or at home. Any children who are of a concern as they are not attending school are contacted and support offered. | 4 |
| | | | | <ul style="list-style-type: none"> Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis. | Y | | |
| | | | | <ul style="list-style-type: none"> 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 | | |
| | | | | <ul style="list-style-type: none"> Schools have a regularly updated register of pupils with underlying health conditions. | Y | | |
| | | | | <ul style="list-style-type: none"> Home learning continues to be provided via the website, Tapestry and Microsoft Teams for those self-isolating. | Y | | |
| 42. 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 | 5 | 10 | <ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. | Y | Well established- led by all members of the SLT and PHSE leader. | 4 |
| | | | | <ul style="list-style-type: none"> There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. | Y | | |
| | | | | <ul style="list-style-type: none"> 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). | Y | | |

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| | | | | <ul style="list-style-type: none"> Resources/websites to support the mental health of pupils are provided and a 'Recovery Curriculum' in place for the first few weeks after the school re-opens. | Y | | |
| 43. 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 | 5 | 15 | <ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. | Y | Well established. All SLT members take a considerable amount of time with their staff teams to ensure their mental health and well-being is considered. Well-being Committee to meet before Easter. | 6 |
| | | | <ul style="list-style-type: none"> Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. | Y | | | |
| | | | <ul style="list-style-type: none"> Staff briefings and training have included content on wellbeing | Y | | | |
| | | | <ul style="list-style-type: none"> Staff briefings/training on wellbeing are provided. | Y | | | |
| | | | <ul style="list-style-type: none"> Staff have been signposted to useful websites and resources. | Y | | | |
| 44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements. | 2 | 1 | 2 | <ul style="list-style-type: none"> The governing board continues to meet regularly via Microsoft Teams. | Y | All in place. Governor meetings take place online through Microsoft Teams. Governors sent regular updates when necessary e.g. the reviewed risk assessment, blended learning plan, bi-weekly staff bulletin etc. | 2 |
| | | | <ul style="list-style-type: none"> The governing board agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. | Y | | | |
| | | | <ul style="list-style-type: none"> The Colindale School Leaders' 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 | | | |
| | | | <ul style="list-style-type: none"> Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. | Y | | | |
| | | | <ul style="list-style-type: none"> Minutes of governing board meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. | Y | | | |

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| 45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing | 3 | 3 | 9 | • Guidance on test and trace has been published. | Y | Well established and the new staff lateral flow tests working well, with a very high level of staff engagement. Additional tests ordered for staff returning to work in school. | 3 |
| | | | | • The guidance has been explained to staff | Y | | |
| | | | | • Post-testing and tracing support is available for staff. | Y | | |
| 46. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms | 4 | 2 | 8 | • Robust collection and monitoring of absence data, including tracking return to school dates, is in place. | Y | Well established | 8 |
| | | | | • 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. | Y | | |
| | | | | • 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 | Y | | |
| | | | | • A record of any COVID-19 symptoms in staff or pupils is reported to the local authority | Y | | |
| 47. 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 | 3 | 12 | • 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. | Y | Well established | 4 |
| | | | | • This guidance has been explained to staff and pupils as part of the induction process. | Y | | |
| | | | | • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | Y | | |

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| 48. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school including test and trace | 4 | 3 | 12 | <ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. | Y | Well established and frequent reminders sent out. | 4 |
| | | | | <ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. | Y | | |
| | | | | <ul style="list-style-type: none"> Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | Y | | |
| 49. Staff, parents and carers are not aware of recommendations on transport to and from school | 4 | 3 | 12 | <ul style="list-style-type: none"> 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). Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures | Y | | 4 |

Lucy Rodgers, Headteacher