

# COVID-19: Operational Risk Assessment for full School Reopening in Sept 2020

**SCHOOL NAME: Oak Lodge School**

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
<b>SLT</b> <b>Lynda Walker: Headteacher</b> <b>Ian Kingham: Academy Development Director</b> <b>Ginny D’Odorico: Deputy Headteacher</b> <b>Teresa Ellis: Deputy Headteacher</b> <b>Charlotte Charlesworth: Assistant Headteacher</b> <b>Elham Seyedi-Yazdi: Assistant Headteacher</b> <b>Esther Pearsall: Assistant Headteacher</b> <b>Ann-Marie Dobbin: School Business Manager</b> <b>Brenda Barker: Pastoral Manager and DSL</b> <b>Gayan Fernando, Facilities manager</b>	<b>1<sup>st</sup> September 2020</b>	<b>Ongoing.</b>	Staff, pupils, parents, visitors, volunteers, contractors

## Purpose of this document:

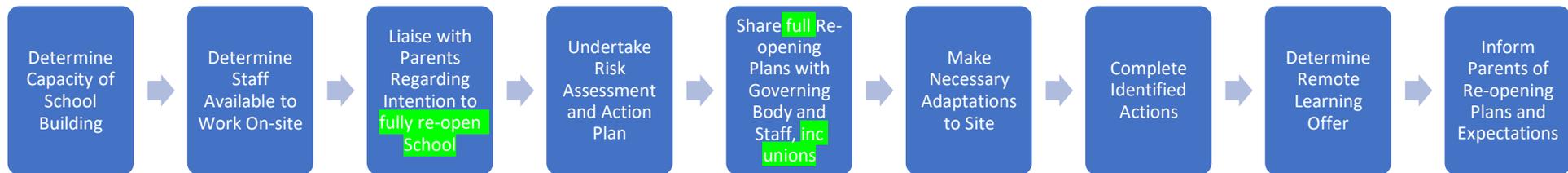
This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the full re-opening of the school and ensure the school continues to operate in a safe way. This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education: <https://www.gov.uk/government/publications/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 First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 20012	Covid19 Education and Skills Service Strategy (April 2020)  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>  <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>

<p>The Health Protection (Notification Regulations 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' Existing Risk Assessment for school phased re-opening</p>		<p><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></p> <p><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></p> <p><a href="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a></p>
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### Suggested Steps of Re-opening Preparation:



### Risk matrix

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

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
<b>A. Staffing Resources</b>							
	3	3	9	• Audit staff availability	Y		7

1. Risk that there are Insufficient staff to support all the pupils to be in school				<ul style="list-style-type: none"> <li>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)</li> </ul>	Y	Staff have already been audited and know of the procedure to notify the school if they are unable to work due to their health status or that of someone in their immediate household.
				<ul style="list-style-type: none"> <li>Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises. In order to ensure the continuation</li> </ul>	Y	The school will work with the staff member to complete the Barnet RAG rating and risk assessment and use this to inform working practices that will reduce the risk.
				<ul style="list-style-type: none"> <li>Ensure flexible and responsive use of teaching assistants</li> </ul>	Y	Staff are allocated to class groups and stay with their class throughout the school day.
				<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 will need to be supported by the same adults, where possible</li> </ul>	Y	TA's will be used flexibly by allowing them to continue to lead small groups as necessary, under the supervision of the senior leader in the event of teacher absence reducing the need to employ supply staff. Supply staff will not be used to cover and so in the event of whole class teams being unavailable for work the class may have to be closed.
				<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>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)</li> </ul>	Y	We will minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend the setting.  Staff will be advised to book a test if they are displaying symptoms - staff and pupils must not come into the setting if they have symptoms, and will be sent home to self-isolate if they develop them when at the setting.

						<p>Staff will also provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace.</p> <p>The home learning platform will be updated over the next couple of weeks and in the event of a partial or whole school closure staff will continue to provide resources for students to access remotely.</p>	
2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning.	3	3	9	<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	<p>Regular staff audit has been undertaken up to this point. As part of induction staff will be reminded to update the school with any changes to their status (shielding etc.) Teachers are allocated a full timetable and in the event of a partial or full closure the timetable will revert to the online learning version which includes remote teaching via video as well as resource provision. As part of induction staff are informed that they must continue to notify the school if they are unable to work (whether on site or remotely) and the SLT will then make a decision as to how to proceed (redeploy subject teachers/use experienced TAs to lead/close class if too many staff are affected)</p> <p>Staff will be advised to book a test if they are displaying symptoms - staff and pupils must not come into the setting if they have symptoms, and will be sent home to self-isolate if they develop them when at the setting. Staff will also provide details of</p>	6
				<ul style="list-style-type: none"> <li>Full use is made of all qualified teachers.</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 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.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Where possible, ensure pupils with SEND are prioritised to be in school, -.</li> </ul>	N/A		

						<p>anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace.</p> <p>School will notify Barnet and the Health Authority in the event of a positive test and discuss how to proceed. Use of individual risk assessment document (detailing each student on factors including key worker family, health conditions, SCAN/social care input etc.) to identify students to prioritise for on-site learning in the event of partial school closure. Revert to next level of the plan according to the 'alert scale' document available on school website.</p>	
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	3	3	9	<ul style="list-style-type: none"> <li>Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.</li> </ul>	Y	<p>TAs assigned to class groups – including agency staff (these TAs will then be assigned to the school for as long as possible.) Use of agency cover staff to be minimised as much as possible – instead focus on individual class groups. In the event of multiple members of class team being sick the class will be assessed on risk and SLT will decide how to proceed (redeploy subject teachers/use experienced TAs to lead/close class if too many staff are affected.)</p> <p>We will adopt the NHS working protocols for therapists that are working with students on site and those that need to undertake individual sessions with students from multiple classes (i.e. art therapist,</p>	5
				<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		
				<ul style="list-style-type: none"> <li>Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.</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>	-		

						<p>physio etc) will need to wear a face covering when undertaking any direct clinical work.</p> <p>Protocol for how therapy provision will be carried out will be shared with parents by NHS staff.</p> <p>Students will be actively encouraged to wash hands at beginning and end of sessions alongside staff.</p>	
4. Risk of infection of extremely clinically vulnerable members of the household of a member of staff.	4	3	12	<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 maximising distance from others, as far as is reasonably possible</li> </ul>	Y	<p>Barnet risk assessment for staff will be used to identify and reduce risk for the staff member as much as is reasonably possible. Those who are able to undertake their duties from home will be encouraged to do so where it is possible.</p>	8
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	3	9	<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>	Y	<p>Senior leaders will cover Safeguarding responsibilities and all senior leaders will undertake an online safeguarding course in addition to the school's annual training for all staff.</p> <p>5 extra staff have trained to administer medication, this has ensured a wider team of support staff for students with medical conditions. Staff trained in specific interventions will work as part of the class team supporting students.</p> <p>The notice regarding First Aiders has been amended to ensure full coverage across the school and reduce the risk of bubbles being crossed.</p> <p>Each class has an information pack which includes the FA who can assist their bubble, and provide immediate basic First Aid treatment; this has significantly reduced the number of</p>	5
				<ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>	N/A		
				<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 maximising distancing may not be possible to maintain while attending to individuals.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	Y		

						<p>students and staff visiting the medical room.</p> <p>Additional staff will be trained in First Aid in preparation for a full school roll in September. Online training is being investigated to raise the skills and knowledge of back up FA staff.</p> <p>Staff working within the medical room will have access to PPE including full PPE in the case that a student or staff member develops symptoms on site. Clinically vulnerable students will have their own individual risk assessments which may require staff to wear additional PPE when working closely with them (ie intimate care) to mitigate the risk to the student.</p>	
6. Risks to health and safety because staff are not trained in new procedures.	3	2	6	<ul style="list-style-type: none"> <li>A revised staff handbook is issued to all staff prior to reopening.</li> </ul>	Y	<p>Staff handbook updated to include control measures and new procedures.</p> <p>All September CPD will cover all the essential items listed.</p>	4
				<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	4	3	12	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	<p>Barnet Risk Assessment to be completed with all staff who may fall in and extremely clinically vulnerable group.</p> <p>Staff informed at induction that they must notify the school of any changes</p>	8

place to protect them.				<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	<p>to the circumstances and given a point of contact.</p> <p>This process was included as part of the whole staff audit; however, we will continue to review and update.</p>	
				<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</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Current government guidance is being applied.</li> </ul>	Y		

**B. Teaching Spaces, the Learning B. Teaching Spaces, the Learning and School Environment and School Environment**

8. Risk of transmission within the school building (this includes breakfast club and after school activities)	3	4	12	<ul style="list-style-type: none"> <li>Audit accommodation and the full range of curriculum needs in order to establish if class groups (30 children) are a feasible bubble size or if year group sized bubbles will need to be implemented.</li> </ul> <p>For Secondary:</p> <ul style="list-style-type: none"> <li>Audit accommodation in order to establish how many class groups and or year groups (no size restrictions) can be accommodated.</li> </ul>	Y	<p>We will continue to reduce the number of persons accessing the school building overall.</p> <p>School trips off site have been suspended until further notice.</p> <p>Parents who need to attend the school site for drop-off and pick-up will be reminded to observe appropriate social distancing and adhere to the timings that are set for morning drop-off not before 8:40am and afternoon collection from 3:20pm onwards.</p>	8
				<ul style="list-style-type: none"> <li>Take account of the unique needs of individual pupils, including those with SEN and the youngest children in the school.</li> <li>Pupils who have complex needs or who need close contact care: Their educational</li> </ul>	Y		

				and care support should be provided as normal.		<p>There will be no face-to-face parental consultation; telephone or Zoom, and no visiting professionals' meetings in school – continue the use of Zoom or Teams</p> <p>Delivery drivers, maintenance contractors required to observe currently required social distancing expectations.</p> <p>In order to minimise contact and mixing between people to reduce the transmission of coronavirus (COVID-19) we have planned for reduced transitions of pupils between key stage zones across the school and outside. We will continue to keep class groups in separate 'bubbles as much as possible.</p> <p>In line with the latest Government guidance, we are recommending staff wear masks outside the classroom, in spaces where social distancing cannot easily be maintained such as corridors. PPE will be used for intimate care in line with government guidance</p> <p>We are also recommending staff continue to wear masks when escorting the students to and from the busses at these particularly busy times where social distancing cannot be easily maintained.</p> <p>The leadership team will ensure that the same teacher(s) and supporting</p>
				<ul style="list-style-type: none"> <li>Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children.</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Classes/spaces remodelled to allow for adults to maintain a distance (ideally 2 metres) from pupils and other adults.</li> </ul>	Y	
				<ul style="list-style-type: none"> <li>Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate.</li> </ul>	Y	
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	
				<ul style="list-style-type: none"> <li>Clear signage displayed in classrooms promoting reduction of contacts and maximising distance</li> </ul>	Y	
				<ul style="list-style-type: none"> <li>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</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Pupils remain, subject allowing, in their designated learning space.</li> </ul>	Y	

			<ul style="list-style-type: none"> <li>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.</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>All staff should avoid face to face contact with pupils where possible. Clearly this may not be possible in certain situations e.g. supporting a child with SEN so implementing the appropriate System of Controls is extremely important.</li> </ul>	Y	<p>staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days.</p> <p>Class teams including the teacher and teaching assistants will remain in their class 'bubble' as much as is practically possible throughout the day.</p> <p>Pupils to stay in the classroom for majority of the day, or in their outdoor learning bubbles, and not mix beyond their immediate Key Stage as much as is practically possible.</p>
			<ul style="list-style-type: none"> <li>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 groups or bubbles where possible.</li> <li>If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups</li> <li>Schools should consult the guidance produced for summer holiday childcare, available at <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a> 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.</li> <li>As with physical activity during the school day, contact sports should not take place.</li> </ul>	N/A	<p>Classroom and office windows and doors opened to keep ventilated where possible.</p> <p>Staff will use office spaces set up with socially distanced work spaces. There will be additional areas for staff to use for breaks across the school.</p> <p>Additional items have been removed, including furniture, to reduce transmission via surface contact.</p> <p>Design and layout of all teaching spaces to allow for social distancing with clear visual signage.</p> <p>Cupboards in the staffroom have been cleaned, emptied and locked. There will be no access to shared mugs, plates, cups or cutlery until further notice.</p> <p>Staff will be expected to clear and tidy away after use, either in lockers or a cupboard in classroom.</p>

					<p>Staff are advised to bring their own cup from home and store in their classroom, along with some basic cutlery items for lunches brought from home</p> <p>Pigeonholes will be removed and information will be communicated online wherever possible.</p> <p>We have increased the online facility of storing and sharing documents electronically to reduce sharing hard copy folders and documents overall.</p> <p>Procedures are in place for admin/office/facilities staff to ensure restricted access to their work space.</p> <p>Surface cleaning to take place between class sessions, facilities team to disinfect/wipe down regularly during the day, circulation areas where students touch frequently- grab-rails in corridors, stairwells and door handles.</p> <p>PE mixed groups such as the football team are suspended until further notice.</p> <p>There will be no mixed class groups together for PE</p> <p>Appropriately trained staff to work with those students who may require physical interventions and can wear their face covering if they choose to do so. Please see individual behaviour support plans.</p> <p>Physical contact will be reduced overall with the aim of increasing spaces for pupils to self regulate</p>	
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9. Risk of transmission in large spaces used as classrooms/teaching spaces	3	4	12	<ul style="list-style-type: none"> <li>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</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Class/year group 'bubbles' must not have contact with each other, this includes breaks, lunchtime. Pupils should be encouraged to practice reduction of contacts and maximising distance at all times.</li> </ul>	Y	<p>Classrooms have been configured to reduce pupils sitting too close in groups.</p> <p>We have created a guidance booklet for all staff that sets out expected classroom set up and safe practices during class sessions.</p> <p>All classrooms have been fitted with hand sanitisers, many have sinks in to continue to encourage and promote good hygiene.</p>	8
				<ul style="list-style-type: none"> <li>Large gatherings of more than one bubble should be avoided</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart.</li> </ul>	Y	<p>Specific teaching on social distancing measures for students who are able to understand the concept using social stories and visual systems in the classroom to aid social understanding. (Include visuals that show how to line up to make a transition, visit the toilet, move around the classroom)</p> <p>Timetabling ensures class groups are not using shared spaces such as the PE hall, dining hall and music room.</p> <p>There will be no mixing across class groups for options groups or social time sessions for at least the first half term.</p> <p>This will be regularly reviewed based on local figures for transmission and latest government guidance.</p> <p>Surplus classroom furniture to be stored elsewhere to minimise amount of cleaning and clutter.</p>	

					<p>General classroom equipment and surfaces cleaning will be carried out by classroom staff throughout the school day.</p> <p>Establish a process to disinfect/ wipe down equipment/ materials between use/ limit the number of people interacting with equipment in conjunction with a procedure for thorough daily cleaning of school areas that are occupied.</p> <p>Re-arrangement of furniture to promote and manage social distancing. We have ensured classrooms are set out to a 'plan' that will help to encourage social distancing</p> <p>Staff INSET will cover safe practices to ensure:</p> <ul style="list-style-type: none"> <li>• multiple groups do not use materials simultaneously</li> <li>• unnecessary items from classroom and other learning environments are removed where there is space</li> <li>• Consideration is given to how each student can keep their equipment separate from others, labelled and kept in trays that are also labelled- using plastic zip wallets and pencil cases will provide a hygienic solution.</li> <li>• We will remove soft toys and toys that are hard to clean (such as those with intricate parts)</li> <li>• Consideration will be given to soft toys that are unique and special to any student are not</li> </ul>	
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					<p>shared kept in individual named tray</p> <ul style="list-style-type: none"> <li>• avoid equipment coming between home and school – school diary will still be maintained but can be wiped down as they have a vinyl cover</li> </ul> <p>Post 16 Tardis/ sensory room to be kept locked when not in use and used under supervision only. The Tardis should be wiped after every use and staff to make sure the door is closed shut behind them after use. Students and staff to use hand sanitiser on arrival back in class. The Tardis will be wiped down at the end of each day.</p> <p>Staff to wash hands between handling books and other items used by the pupils.</p> <p>Soft play will not be shared by groups, the sensory room can be used by individuals as they require, however they should be supervised from a distance and staff wipe down any equipment used after.</p> <p>In some cases where students show a level of independence around class routines, they should be encouraged to also wipe down tables and adopt good hygiene practices as appropriate.</p>		
10. Risks of transmission during use of the outdoor	3	4	12	<ul style="list-style-type: none"> <li>• Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces</li> </ul>	Y	Splitting groups and rotating use of outside space for breaktimes and lunchtimes.	8

learning environment for young children				<ul style="list-style-type: none"> <li>• Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>	Y	<p>All classrooms have hand sanitisers in place and classrooms have 2 x bins one for staff and one for students.</p> <p>Bins outside are stationed at 4 points around the external spaces leading down to the MUGA and sanitisers at key points around the internal building.</p> <p>Where outside space must be shared arrangements for cleaning between groups are in place, this will include wiping down the outside gym equipment</p> <p>Middle School (KS3) have a separate building to 14-19 pupils. This mitigates risk against the whole school cohort mixing at transition points</p> <p>Staggered lunch breaks / play breaks and designated separate zones will keep pupils in their key stage 'bubbles'</p> <p>Middle School pupils will be timetabled to take one break outside (MUGA) during the day then have smaller sensory breaks on the Middle School terrace the 2 external spaces on the top floor and the classrooms.</p> <p>Longer breaks between lessons will allow staggering of movement around the school and time for physical equipment to be properly cleaned between sessions.</p>	
				<ul style="list-style-type: none"> <li>• Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>	N/A		
				<ul style="list-style-type: none"> <li>• Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances if shared between bubbles.</li> </ul>	N/A		
				<ul style="list-style-type: none"> <li>• Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available</li> </ul>			
				<ul style="list-style-type: none"> <li>• Outside spaces are divided and demarked for class groups of children to use to facilitate children staying in their groups. Where this is not possible year groups may form a larger bubble.</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>• Outside spaces are used by one bubble at a time or space is divided with clear demarcations. Limit interaction, sharing of rooms and social spaces between groups as much as possible.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Where outside space must be shared arrangements for cleaning between bubbles are in place</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Resources are limited to facilitate effective cleaning daily</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc for individual children to use, with their names or arrange for bikes</li> </ul>	Y		

				<p>to be wiped down by an adult, between use by the children</p> <p>For Secondary</p> <ul style="list-style-type: none"> <li>• Only equipment that can be washed easily can be used.</li> </ul>		<p>1:1 staff for students using outside zones outside of break and lunchtimes, staff carry cleaning wipes after student has used outside gym equipment/swing then sanitise hands on entry back to the classroom</p>	
				<ul style="list-style-type: none"> <li>• 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</li> </ul>	Y	<p>Resources used outside will be limited to facilitate effective cleaning daily.</p> <p>Scooters taken from the bike sheds will be cleaned between class groups. Ensure the duty rota covers adequate supervision outside to support students to observe some social distancing.</p> <p>Build in toilet breaks throughout the day to reduce all pupils going at once during scheduled break time.</p> <p>MUGA remains in use as assembly point in case of emergency evacuation, the pupils will assemble at distanced class line up areas.</p> <p>Pupils will practice to making a socially distanced fire drill- this will be supported with a social story</p> <p>Staff will be expected to refrain from blocking escape routes and practice movement around school with pupils as part of PSHE sessions</p> <p>Teaching staff to teach pupils with limited understanding who are minimally verbal the concept of ' stop' and go'</p>	

						<p>All communal areas to be cleared to ensure easy access to all doorways and spaces and prevent pupils gathering in groups.</p> <p>Class doors that are locked in between breaks should be opened prior to pupils coming back into the room and staff should make all transitions with the students to make sure they are supporting easy flow back into classrooms and other spaces supervising social distancing at all times.</p> <p>Pupils should not be making transitions alone back to the classroom spaces. This will require staff to be on time and ready from their breaks to accompany and supervise transitions around the building.</p> <p>Pupils accessing the edible garden area will be timetabled to use the space to prevent groups mixing.</p> <p>All equipment will be wiped down and pupils and staff will engage in routine handwashing before and after use.</p>	
11. Risk of staff having to move between groups	3	4	12	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Where staff have to move between bubbles to deliver the school timetable</li> </ul>	Y	<p>For the few teachers that teach across multiple groups; PE Music, cooking, in line with guidance a distance of 2metres is to be observed, PPE is not required to be used in classrooms. Music and Art will take place in each form room as this will ensure appropriate social distancing can be maintained as the desk orientation has</p>	9

				they should maintain a 2-metre distance from pupils and colleagues.		<p>been set up to accommodate. Cooking and PE will continue in the specialist spaces as they have large enough teaching spaces to socially distance.</p> <p>PE groups such as football team are suspended until further notice. There will be no putting any class groups together for PE</p> <p>To minimise contact between different groups pupils should not be using/entering the changing rooms as much as possible for the foreseeable future.</p> <p>Each class that visits a subject specialist room PE and Food Technology will have cleaning time built in between groups.</p>	
12. Risks of transmission due to movement around the school.	4	3	12	<ul style="list-style-type: none"> <li>• Arrange for corridors to be one-way where possible</li> </ul>	Y	<p>Movement around school generally will be minimised through flexible timetabling to minimise transitions. Pupils will not visit the dining room they will eat in the classrooms at their allocated desk</p> <p>Visual signage in all corridors and communal spaces to support pupils ( and staff) to adhere to appropriate social distancing.</p> <p>Ensure the duty rota covers adequate supervision outside to support students to observe some social distancing.</p>	9
				<ul style="list-style-type: none"> <li>• Clear signage and markers for the youngest children</li> </ul>	N/A		
				<ul style="list-style-type: none"> <li>• Corridors are divided where feasible</li> </ul>			
				<ul style="list-style-type: none"> <li>• Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Movement of pupils and staff around the school is minimised</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Pupils are reminded regularly of protocols for reduction of contacts and maximising distance</li> </ul>			
				<ul style="list-style-type: none"> <li>• Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance</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	4	16	<ul style="list-style-type: none"> <li>Start and departure times are staggered where possible</li> </ul>	Y	<p>Transport can arrive onto the site at 2 access points and school minibuses will be moved to by the art/dt block to allow more space for school transport.</p> <p>Introduce a queueing system for the transport busses to collect pupils one class at a time.</p> <p>the use of hand sanitiser prior to boarding and/or disembarking will be introduced as part of end of day routines.</p> <p>We will not use our usual bus line end of day protocol to avoid mixed groups.</p> <p>Each pupil stays in class until the route is called (via zoom link) then those pupils on that route will board the bus with the staff supporting.</p> <p>Bus will leave the site once all pupils on board allowing for the next bus in the queue.</p> <p>Parents will be informed of the protocol for dropping off students and collecting them.</p> <p>Parents will be informed about the walking cycling scheme but due to the nature of our pupils needs many parents will have little choice but to opt for SEN transport</p> <p>All pupils stay in their class until parents are at the school site.</p>	8
				<ul style="list-style-type: none"> <li>Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces</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>Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Determine a queueing 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</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Unless essential, do not allow parent/carers to enter the buildings to drop off or collect children. If parents do need to enter the building ensure they have an understanding of the procedures in order to keep everyone safe. Do not allow gathering at the school gates to talk to other parents.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>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</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Identify drop off and pick up waiting areas that can reduce contacts and maximise distance</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>	Y		
<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>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating</li> </ul>	Y	No face-to-face parental consultation; telephone or Zoom where possible.	
				<ul style="list-style-type: none"> <li>• Floor markings visible to all to avoid queuing</li> </ul>	Y	No visiting professionals' meetings in school – use of Zoom or Teams	
				<ul style="list-style-type: none"> <li>• Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>	Y	Delivery drivers, maintenance contractors required to observe currently required social distancing expectations	
				<ul style="list-style-type: none"> <li>• Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage</li> </ul>	N/A		
				<ul style="list-style-type: none"> <li>• Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space</li> </ul>	N/A	<p>Reception and office staff briefed on giving visitors to the site instructions on safe access of the site.</p> <p>Maintenance contractors will have to come on site. Ask following questions before admitting to building;</p> <ol style="list-style-type: none"> <li>1. Have you or anyone in your household had any Corona virus symptoms (new dry cough, high temperature, loss of smell or taste) in the last 7 days?</li> <li>2. Have you been contacted by the Covid 'track and trace' in the last 14 days</li> <li>3. Is anyone in your household self-isolating?</li> <li>4. Have you or anyone in your household been out of the UK in the last 14 days?</li> </ol> <p>Risk significantly reduced if annual review and other professionals meetings can be held virtually.</p>	
14. Increased risk of slips, trips and falls and	3	3	9	<ul style="list-style-type: none"> <li>• Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>	Y	Parents to be given protocol for collecting and dropping off to avoid gathering in reception. Allocate	5

collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.				<ul style="list-style-type: none"> <li>For those that have to drive, advice on places they should and should not pick up, drop off and park.</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Identify Sixth Form pupils that drive themselves to school/college, identify parking area/protocols.</li> </ul>	Y	designated waiting areas for parents to socially distance.		
			<ul style="list-style-type: none"> <li>Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.</li> </ul>	N/A				
			<ul style="list-style-type: none"> <li>Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.</li> </ul>	N/A				
			<ul style="list-style-type: none"> <li>Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc.</li> </ul>	N/A				
			<ul style="list-style-type: none"> <li>Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required.</li> </ul>	N/A				
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	4	12	<ul style="list-style-type: none"> <li>Break and lunch times are staggered</li> </ul>	Y	Lunches will be taken in the classroom and breaks staggered as they are currently between Key Stages.	6	
				<ul style="list-style-type: none"> <li>External areas are designated for different groups</li> </ul> <p>For Secondary</p>	Y	Allocation of zones for each Key Stage / department to take their break.		
				<ul style="list-style-type: none"> <li>Outside spaces are used by one bubble at a time or space is divided with clear demarcations</li> </ul>	Y	Staff should make sure they wash their hands and surfaces, before and after handling all pupils equipment and when moving from one space to another.		
				<ul style="list-style-type: none"> <li>Pupils are reminded about the protocols of reduction of contacts and maximising distance before every break time</li> </ul>	Y	School building to be deep cleaned before re-opening in September.		
				<ul style="list-style-type: none"> <li>Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.</li> </ul>	Y			

						<p>Routine cleaning to take place daily, concentrating on areas in use; special attention taken to wiping all surfaces paying attention to door handles and table tops and chairs, hand rails on internal stairs in KS3 building.</p> <p>Internal doors in communal areas to outside space could be turned off to reduce touching.</p> <p>Only use the exit doors from classrooms in the KS4 corridor to access the MUGA</p> <p>Facilities team to wipe down key touch points with appropriate detergents according to an agreed list and schedule that is ticked off to indicate cleaning has taken place</p> <p>Cleaning to include doors etc after every break, lunch, outdoor learning</p> <p>Caretaker to empty bins in key areas 2 x daily</p> <p>Classrooms to be supplied with appropriate surface cleaning products for additional cleaning as needed.</p> <p>Standard cleaning supplies per classroom</p>	
16. Risk of transmission because pupils do not observe agreed	3	5	15	<ul style="list-style-type: none"> <li>Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime</li> </ul>	Y	No access areas will be signalled and in order to distance pupils from staff where possible using black / yellow tape e.g. reception desk at front reception	8
				<ul style="list-style-type: none"> <li>Pupils wash their hands before and after eating and on leaving and returning to the</li> </ul>	Y		

protocols of reduction of contacts and maximising distance at lunchtimes				classrooms after outdoor play, break and lunch times or any activity away from their designated learning area.		<p>Staff will support pupils in moving around school whilst maintaining as much distance as possible.</p> <p>We know that it is not possible for many of our pupils to socially distance but we will endeavour to distance where possible as often as possible.</p> <p>Sanitiser dispensers available in communal areas, eg front reception dispensers and refills in each classroom</p> <p>Parents update area on Website will include a note about packed lunch protocol in classrooms</p> <p>Packed lunches provided for all students who take a school meal.</p> <p>Packed lunch will be eaten in the classroom Packaging to be disposed of in the classroom and tables wiped down after.</p> <p>Use of hand gel on entry to school and in the classrooms will be encouraged, before break, after break, before lunch, after lunch, leaving school, using the toilet.</p> <p>Regular reminders for pupils to catch coughs and sneezes with a tissue or elbow</p> <p>Handwashing for staff and pupils for at least 20 seconds on soap warm water at regular moments throughout the day</p>	
				<ul style="list-style-type: none"> <li>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. Where possible children will be front facing and facing the same direction i.e. not face to face.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Floor markings are clear to avoid queues</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 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		

						<p>as part of the curriculum and routines such as after breaks, lunchtime and this will be supervised by learning partners or the teachers</p> <p>Washing hands posters replaced in all washing areas</p> <p>Reminders how to wash hands properly – videos and posters will support social understanding - teachers to build this into PHSE</p>	
17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4	4	16	<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 maximising distance</li> <li>Staff have been briefed on the use of these rooms</li> </ul>	Y	<p>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</p> <p>Some tables and photocopier have been removed to allow for easier flow of people in the space</p> <p>Additional antibacterial wipes have been purchased to wipe down equipment (including specialist IT equipment)</p> <p>Posters with the Public Health England protocol around all staff areas.</p>	12

18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	5	15	<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance provisions are in place for medical rooms</li> <li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> <li>PPE available if staff dealing with pupil with symptoms</li> <li>Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas</li> </ul>	Y	<p>PPE is available if staff responding to pupils that are unwell.</p> <p>Alternative room (isolation) is designated for any pupil with suspected symptoms of COVID</p> <p>Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas</p> <p>First Aid- trained staff on site each day with procedures in place if anyone falls ill whilst attending school</p> <p>Temperature and well-being check of all staff and students by designated medical person with any pupils that is displaying symptoms of COVID 19</p>	9

						<p>Staff to monitor zoned students in line with paediatric NHS Advice &amp; Look out for any that present with mild symptoms such as</p> <ul style="list-style-type: none"> <li>• Sore throat, high temperature, Stomach pain</li> <li>• skin rashes, red eyes, cracked lips</li> </ul> <p>Suspected student/staff to be removed to identified exclusion area, SLT, family, transport, other settings attended by siblings, special school nurse service and co-site students' families to be notified.</p> <p>Addendum to Medical Policy</p>	
19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	5	15	<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	<p>Parents and escorts/ drivers should not access the school building to limit risk. However the reception toilet will be available for any visitors to the school site to use (including drivers/escorts.)</p> <p>Essential contractors such as food delivery, post, deliveries will be monitored for how they will access the school building,</p> <p>SLT will coordinate arrival and departure to ensure pupils are taken in one at a time or within their class bubble to limit contact with others as much as possible.</p> <p>All meetings will continue to be conducted via zoom and Teams where possible. Where a visiting professional needs to attend the site they will be</p>	8
				<ul style="list-style-type: none"> <li>• The maximising distance floor markings are clearly in place</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Reduction of contacts and maximising distance 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		

						required to abide by the procedures and protocols in place in the school.	
<b>C. Hygiene and protective controls</b>							
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	5	15	<ul style="list-style-type: none"> <li>Ensure frequent hand cleaning and good respiratory hygiene practices</li> </ul>	Y	<p>Specific teaching appropriate to class understanding on social distancing and hygiene measures</p> <p>Each student to learn rules through a Social story, which promotes good respiratory hygiene - the 'catch it, bin it, kill it' approach</p> <p>All students to wash hands when they arrive on site, after any outside play or use of subject room, before and after eating.</p> <p>Built in times at the end of lessons to accommodate the cleaning of any shared equipment whilst students have a 'learning break' in their form classroom.</p> <p>Additional outside sink bank available for classes with the least access to running water.</p> <p>All staff to be provided with cleaning kits for their room – additional stocks to be kept in key stage leaders offices to free up time for facilities team to regularly clean communal areas/toilets etc throughout the school day.</p> <p>Staggered breaktimes.</p> <p>No options, set groups or allocated social time for the first half term (to be reviewed as and when necessary) to limit mixing between classes.</p> <p>Classes to eat packed lunch in the classroom.</p>	9
				<ul style="list-style-type: none"> <li>Regular cleaning</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Minimise contact and mixing (see above)</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>See sections above re start and end of day arrangements, playtimes and break times</li> </ul>	Y		

						<p>Morning dance and exercise club to be held virtually via video link to all form classes that wish to participate.</p> <p>Senior leaders to facilitate drop offs and pickups to a queueing system where staff will be contacted by zoom link that individual students' buses have arrived.</p> <p>Parents picking up to remain outside and staff will be called to bring up individual students (parents will be encouraged to pick up their children from 3:20pm)</p>	
21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4	4	16	<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>	N	<p>Pro-forma letter created to be kept in the medical room to be sent with any staff or students to make it clear of the process for testing. Transport will be notified along with reception and staff/students who have symptoms will not be able to come back on site until they have a negative test result or have isolated at home for at least 7 days (staff/student should not come back if they still have a temperature after this period.) Clear protocols for managing a suspected case, cleaning and PPE will be displayed clearly in the medical and staff rooms.</p> <p>Isolation room to be allocated near to the medical room and the nearest toilet to be sealed off to use by others in the event of a suspected case. Staff remaining with a student will wear full PPE and all surfaces and areas in the space to be thoroughly disinfected after the student/staff member has left the site. PPE to be kept in the cupboards outside the medical room for ease of access in this instance.</p> <p>In the case of staff they will be strongly advised that they should complete a test and notify the school of the result</p>	10
				<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>			
				<ul style="list-style-type: none"> <li>PPE on hand.</li> <li>Active engagement with NHS Test and Trace</li> </ul>			

						as soon as possible. Barnet and health authority will be notified by SLT in the event of a positive test.	
22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	3	12	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	<p>All staff to be given disinfectant wipes to wipe down play equipment after students use.</p> <p>Resources packs for each individual student – both in form rooms and in some subject specific lessons.</p> <p>Additional cleaning time at the end of each lesson whilst students have a 'learning break' in the classroom.</p> <p>All sports equipment to be wiped down with disinfectant at the end of the sessions. Surfaces to be wiped down at the end of every lesson – especially in classrooms before and after lunch.</p> <p>Staff within form base responsible for regularly wiping down door handles to classroom.</p> <p>Students phones to be handed in to staff within the class at the start of the day and stored in the locked classroom cupboard. Returned to students at the end of the day.</p> <p>Facilities team to clean toilets and communal handrails etc regularly throughout the day. Students to be encouraged to clean down their own equipment where this is possible.</p> <p>Soft toys to be allocated to individual students if necessary and not shared.</p> <p>Sensory equipment to be allocated where possible to individual students and not shared between groups.</p> <p>In line with DfE guidance, puzzles, books or similar shared activities to be stored in cleaning box after individual</p>	8
				<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		
				<ul style="list-style-type: none"> <li>When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.</li> </ul>	Y		
				<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>Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations.</li> </ul>			

				<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>		<p>students use and cleaned as soon as possible or left for 72 hours before reusing.</p> <p>IT to be individualised as much as possible for each student including keyboards &amp; mouse, zone staff to wipe down when student finishes task and replace into case/box ready for next class use.</p> <p>Cleaning materials in each classroom, either disposable cloths or paper roll 3 X sanitiser, 1 tissue box and bin for each student with double liner to be provided. Staff rooms and staff work rooms also equipped with hand sanitiser for use before and after using shared computers, printers etc. Parents to be informed of the procedure for washing clothes as part of the guidance issued.</p> <p>Minimise items coming into school from home and vice-versa. Students to bring in packed lunch and single bag. Staff to email parents with any messages instead of using home school diaries where possible.</p>	
23. Risk of virus spreading because the school has insufficient materials and equipment	4	4	16	<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	<p>Additional outside sink units for outside classrooms that are furthest from running water. Classrooms in KS4 to be prioritised as they have the least access to running water for hand washing.</p> <p>Hand sanitisers in every classroom – checked daily by facilities team. Staff to notify facilities team if they run out in the school day.</p>	8
				<ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>	Y		
				<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 to implement the 'catch it, bin it, kill it' approach in each classroom</li> </ul>	Y		

						Disposable tissues in every classroom - part of kit to be restocked from KS leaders office.	
24. Provision and use of PPE for staff where required is not in line with government guidelines	3	3	9	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> </ul>	Y	<p>Induction around PPE for those assisting students with personal care needs as part of yearly manual handling training in September inset.</p> <p>First aid induction around use of PPE and relevant medical protocols as part of September inset.</p> <p>General induction for all staff in September to include basic hygiene protocols.</p>	6
				<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		
				<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		
25. Pupils forget to wash their hands regularly and frequently	4	4	16	<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	<p>Specific teaching on social distancing measures for students who are able to understand the concept using social stories and visual systems in the classroom to aid social understanding. (Include visuals that show how to line up to make a transition, visit the toilet, move around the classroom)</p> <p>All students to wash hands when they arrive on site, after any outside play or use of subject room, before and after eating.</p> <p>Built in times at the end of lessons to accommodate the cleaning of any shared equipment whilst students have a 'learning break' in their form classroom.</p> <p>Additional outside sinks for classes with the least access to running water (ie KS4 corridor and net zero building.)</p> <p>All staff to be provided with cleaning kits for their room – additional stocks to be kept in key stage leaders offices to free up time for facilities team to</p>	8
				<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		
				<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		

						regularly clean communal areas/toilets etc throughout the school day. Staggered breaktimes	
26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	3	4	12	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	<p>Specific teaching on social distancing measures for students who are able to understand the concept using social stories and visual systems in the classroom to aid social understanding. (Include visuals that show how to line up to make a transition, visit the toilet, move around the classroom)</p> <p>All students to wash hands when they arrive on site, after any outside play or use of subject room, before and after eating.</p> <p>Built in times at the end of lessons to accommodate the cleaning of any shared equipment whilst students have a 'learning break' in their form classroom.</p> <p>All staff to be provided with cleaning kits for their room – additional stocks to be kept in key stage leaders offices to free up time for facilities team to regularly clean communal areas/toilets etc throughout the school day.</p> <p>Some subject specific lessons to take place in form rooms not in subject specific places to reduce movement around the school.</p> <p>Extended 'learning break' at the end of each lesson to allow students plenty of time to return to form base.</p>	8
				<ul style="list-style-type: none"> <li>Staff model reducing contacts and maximising distance 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 avoided inc assemblies</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Break times and lunch times are structured to support the reduction of contacts and maximising distance and are closely supervised</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y		
<ul style="list-style-type: none"> <li>Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance 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 maximising distance</li> </ul>	Y	<p>No options, set groups or allocated social time for the first half term (to be reviewed as and when necessary) to limit mixing between classes.</p> <p>Classes to eat packed lunch in the classroom as dinner hall is also area of learning and so mixing is a higher risk.</p> <p>Morning dance and exercise club to be held virtually via video link to all form classes that wish to participate.</p> <p>Appropriately trained staff to work with those students who require physical intervention. Whilst physical contact will be reduced with increased spaces to regulate staff should have awareness of protocol for de- escalation as stated on student's behaviour support plan</p> <p>Adjustment of learning space to allow the student as much space to regulate and reduce the need for any physical interventions</p> <p>All reasonable precautions to risk assess an area i.e. remove items that could be placed in mouths to be undertaken.</p> <p>Staff to continually maintain social distancing where possible. Visual</p>	
				<ul style="list-style-type: none"> <li>• Arrangements for younger primary school children have been agreed and staff are clear on expectations.</li> </ul>	-		
				<ul style="list-style-type: none"> <li>• Arrangements for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>			

						clues to support pupils understand the 2m rule to be used	
						Clear guidance issued to parents of 'what school will be like' ready for September including reference to the importance of reduction of contacts and maximising distance.	
<b>D. Premises and Buildings</b>							
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	4	16	<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	Multiple deep cleans over the period of closure, additional deep cleans to take place over the summer break ready for September. Cleaning contractors to be consulted on and clear checklists created for expectations on cleaning different areas of the school. Reduced time spent in cleaning classroom surfaces as these will be regularly cleaned by classroom staff throughout the day. This will free up cleaners time for concentrating on deep cleaning toilets and communal spaces. Staff employed by the school to undertake lunchtime supervision to be redeployed/hours extended to cover cleaning responsibilities.	12
				<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 should include: <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		
28. The use of fabric chairs may increase the risk of the virus spreading	3	3	9	<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> </ul>	Y	Fabric chairs removed from communal spaces (hallways etc and reception chairs distanced appropriately. Soft seating to remain in form bases for student use for students to be able to regulate/rest if needed.	7
				<ul style="list-style-type: none"> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	N		

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"> <li>Follow DfE guidelines for number of pupils per toilet</li> </ul>	Y	<p>Classes to be assigned handwashing areas for use during the day. Toilets are naturally placed throughout the school to be in proximity to different key stages/sets of classrooms. Disabled toilets are also spread out across the school site. Students will be encouraged to use the toilet in closest proximity to their form base when possible.</p> <p>Queueing markers on the floor in place for 'bottleneck' areas of the school such as main reception. Clear signage for directionality in corridors where possible.</p> <p>Specific teaching on social distancing measures for students who are able to understand the concept using social stories and visual systems in the classroom to aid social understanding. (Include visuals that show how to line up to make a transition, visit the toilet, move around the classroom)</p> <p>Facilities team to clean toilets and communal handrails etc regularly throughout the day. Students to be encouraged to clean down their own equipment where this is possible. Classroom staff ensure regular cleaning of their own door handles, equipment during the school day.</p> <p>Facilities team to complete daily monitoring checks of soap, sanitiser, paper towel etc. Additional stock to be kept with KS leaders in case it runs out in the middle of the day.</p> <p>Handwashing built into student's timetables to embed it as part of their routine.</p> <p>Large lidded bins to be purchased for every classroom.</p>	8
				<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>Floor markings are in place to enable reduction of contacts and maximising distance.</li> </ul>			
				<ul style="list-style-type: none"> <li>Pupils know that they can only use the toilet one at a time.</li> </ul>			
				<ul style="list-style-type: none"> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>The toilets are cleaned frequently as laid out in the enhanced cleaning schedule</li> </ul>	Y		
				<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 and young children are supervised in doing so.</li> </ul>	Y						

30. Fire procedures are not appropriate to cover new arrangements	4	3	12	<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>○ Reduced numbers of pupils/staff</li> <li>○ Possible absence of fire marshals</li> <li>○ The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points</li> <li>○ A possible need for additional muster point(s) to enable reduction of contacts and maximising distance where possible</li> </ul> </li> </ul>	TBA	Fire procedures are being reviewed ready for September inset including personal evacuation plans,		
				<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>				
				<ul style="list-style-type: none"> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>				
31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	3	12	<ul style="list-style-type: none"> <li>• 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</li> </ul>				
				<ul style="list-style-type: none"> <li>• Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.</li> </ul>				
				<ul style="list-style-type: none"> <li>• 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</li> </ul>				
32. Fire marshals absent due to self-isolation	4	2	8	<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	There are already plans for back up fire marshals in each zone. This will be reviewed to adjust for changes to staff's classrooms in September.	7	
33. All systems may not be operational	3	1	3	<ul style="list-style-type: none"> <li>• Government guidance is being implemented where appropriate, see following link:</li> </ul>			1	

				<p><a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a></p> <ul style="list-style-type: none"> <li>All systems have been recommissioned including: <ul style="list-style-type: none"> <li>Water systems (particularly legionella testing and controls in place)</li> <li>Electrical and gas safety checks</li> <li>Emergency escapes, lighting and fire detection systems</li> <li>Security systems</li> <li>Lifts and escalators</li> <li>Heating</li> <li>Ventilation systems</li> </ul> </li> </ul>	Y	Site is currently fully operational. Including all air filters changed.	
34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	3	12	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <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: <ul style="list-style-type: none"> <li><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> </li> </ul>	Y	Water systems have been fully maintained throughout. Electrical and mechanical compliance checks are scheduled for the summer holidays.	6
35. Lack of good ventilation means that there is risk of transmission	3	3	9	<ul style="list-style-type: none"> <li>Ensure good ventilation in classrooms and common areas e.g. through opening a window</li> <li>Follow guidance in the following link: <ul style="list-style-type: none"> <li><a href="#">air conditioning and ventilation during the coronavirus outbreak.</a></li> </ul> </li> </ul>	Y -	Air circulation to be prioritised, windows open doors to be left open where student behaviours/safety permit it. Air filters have been changed in the heat recovery units in centenary building.	8
36. Visitors to the site (including parents) add to the risk	4	4	16	<ul style="list-style-type: none"> <li>Signage giving routes, procedures, entrances and exits to be followed.</li> <li>Limit the external visitors to the school during school hours</li> <li>Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.</li> </ul>	Y Y	Minimise parents in school at drop-off and pick-up (Social distancing) No face-to-face parental consultation; telephone or Zoom where possible. No visiting professionals' meetings in school – use of Zoom or Teams Delivery drivers, maintenance contractors required to observe	8

				<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 (and so the use of small offices may not be suitable)</li> </ul>	Y	currently required social distancing expectations Maintenance contractors will have to come on site. Ask following questions before admitting to building;	
				<ul style="list-style-type: none"> <li>Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually'</li> </ul>	Y	<ol style="list-style-type: none"> <li>Have you or anyone in your household had any Corona virus symptoms (new dry cough, high temperature, loss of smell or taste) in the last 7 days?</li> <li>Have you been contacted by the Covid 'track and trace' in the last 14 days</li> <li>Is anyone in your household self-isolating?</li> <li>Have you or anyone in your household been out of the UK in the last 14 days?</li> </ol> Risk significantly reduced if annual review and other professionals meetings can be held virtually.	
37. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4	3	12	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Contractors are expected to wear a mask and gloves and maintain social distancing. Contractors are questioned when they sign in. Most scheduled works are scheduled in school holidays due to the nature of the students on site. Once signed in at reception different site access points are given to reduce the number of people in any individual area. Longer term contractors have supplied risk assessments alongside questioning procedure on entry.	4
			<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>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.</li> </ul>	Y			
			<ul style="list-style-type: none"> <li>Alternative arrangements have been considered such as using a different</li> </ul>	Y			

				<p>entrance and exit for contractors and organising classes so that contractors and staff/pupils are kept apart.</p> <ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <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>			
<b>E. General E. General</b>							
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	4	12	<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> <li>The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	<p><b>In progress</b></p> <p>Y</p> <p>Y</p>	<p>Policies have been reviewed and addendums added these will be shared with all staff and form part of the whole staff induction in September 2020</p> <p>The school completed a full RA at 2 points - closure in March then a review and update in May. We have now completed this full H and S Risk Assessment to be shared with all stakeholders and Union Reps</p> <p>Safeguarding Policy addendum complete</p>	6
39. Curriculum/ Learning Environment	3	4	12	<ul style="list-style-type: none"> <li>Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place.</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 PE, music and practical lessons</li> </ul>	Y	<p>We will reduce walking between different areas including subject specialist rooms.</p> <p>Distancing between pupils will be maximised with cleaning and hygiene being of paramount importance.</p>	6

				<p>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, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>- In music lessons physical distancing and playing outside will be done 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>		<p>De-cluttering of rooms generally and storage and cleaning of equipment between groups is prioritised. We will place hand sanitizing stations around PE areas for ease and speed of use.</p> <p>For any lesson to take place we would need to have sufficient available sanitizing equipment, such as; hand sanitizer, antibacterial spray and antibacterial wipes. This would ensure that if and when equipment is used it is done so following strict hygiene protocols.</p> <p>Sports will continue due to their health benefits but also as these can be easily controlled and distancing measures maintained.</p> <p>The PE team will be briefed on how it is beneficial to engage with activities that require minimal equipment, as this minimises the contact risks associated with covid transmission.</p> <p>Staff are encouraged to wear face coverings in corridors and passing through communal spaces. It is a personal choice if staff wish to wear face coverings at additional times PE groups such as football team are suspended until further notice. There will be no putting any class groups together for PE</p>	
40. Key stakeholders are	4	4	16	<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>	Y		8

<p>not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</p>				<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> <li>○ Highways department</li> </ul>		<p>School regularly refers to official advice from the DfE, PHE, HS&amp;Q and HR;  <a href="#">Coronavirus (Covid-19): guidance for schools and other educational settings</a></p> <p><a href="https://www.gov.uk/government/organisations/public-health-england">https://www.gov.uk/government/organisations/public-health-england</a></p> <p>Families who use public transport will be referred to <a href="#">safer travel guidance for passengers</a> which includes guidance on how to wear a face covering.</p> <p>The risk assessment has been completed and shared with staff for the event of partial opening</p> <p>This whole school risk assessment for planned September opening will be completed</p> <p>The Headteachers update letter will be accompanied by a letter that sets out the date for all students to return on <b>7th September</b>. Parents will be consulted on the plans for September.</p> <p>All staff parents Governors and Trustees have had a copy of the Oak Lodge plan linked to an alert level so the school can swiftly change back to a model of blended learning should the rate of transmission rise. (Plan attached with this document)</p>	
				<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 from 2<sup>nd</sup> Sept</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 should be given to the use of the individual Re-Integration Plan</li> </ul>			

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"> <li>School is aware of current guidelines for shielding</li> </ul>	Y	<p>Currently working with paediatricians to identify students who will remain on the shielding list. Those students considered higher risk will have their own risk assessment to try to enable their attendance in school – this may include limiting contact from staff outside their staff team, and additional use of PPE for staff working closely with them (intimate care etc.)</p> <p>All students will have access to remote education if needed.</p> <p>Parent guidance will be issued ready for September, to reflect both government guidance and paediatric recommendations.</p>	6
				<ul style="list-style-type: none"> <li>Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Staff are available to ensure pupils at home continue to be provided with remote education</li> </ul>	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"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> </ul>		<p>There are sufficient numbers of trained staff available to support pupils showing any signs of poor mental health</p> <p>The pastoral team have been providing control measures for pupils who are presenting poor mental health.</p> <p>There is an established model of multiagency support that regularly reviews, meets and actions supports for any child showing signs of a loss of wellbeing.</p> <p>Art Therapy will continue to be offered observing all protocols; adjustment of therapy space to allow the student as much space to regulate and reduce the need for any physical contact, use of visual</p>	6
				<ul style="list-style-type: none"> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> </ul>			
				<ul style="list-style-type: none"> <li>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).</li> </ul>			
				<ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>			

					<p>support to provide expectations for using the room.</p> <p>All reasonable precautions to risk assess an area i.e. remove items that could be placed in mouths to be undertaken and cleaning of art equipment used</p> <p>Designated staff for all pupils who wish to talk to someone are always on hand</p> <p>Due to the nature of our pupils communication differences we will offer reduced demands and more settling time in the first half term to allow for them to re-attach to the school as a space and to others they have formed friendships and relationships with.</p> <p>We will establish structures and predictability and time for social bonding.</p> <p>The <b>Recovery Curriculum</b> model will be weaved into our curriculum planning for September – link here to the Challenge Partners hub guide to the Recovery Curriculum  <a href="https://www.youtube.com/watch?v=IkZiCuxs0xc&amp;feature=youtu.be">https://www.youtube.com/watch?v=IkZiCuxs0xc&amp;feature=youtu.be</a></p> <p>Recovery Curriculum is built on the 5 Levers, as a systematic, relationships-based approach to support the re-engagement of pupils back into learning.</p>	
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					<p>Lever 1: Relationships - many of the relationships that were thriving, may need to be invested in and restored.</p> <p>Lever 2: Community - we must recognise that curriculum will have been based in the community that they will have missed – their school – we need to re-engage them in the transitioning of learning back into school.</p> <p>Lever 3: Transparent Curriculum - all of our students will feel like they have lost time in learning how can we get those structures back?</p> <p>Lever 4: Metacognition - students will have been learning in different ways online? Not at all? It is vital that we reskill and rebuild their confidence as learners in the classroom.</p> <p>Lever 5: Space - to be, to rediscover self, and to find their voice, allow them time to settle and bond and talk about what has happened in the space in between.</p>	
43. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-	3	4	12	<ul style="list-style-type: none"> <li>• Staff are encouraged to focus on their wellbeing.</li> <li>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>• Staff briefings and training have included content on wellbeing</li> <li>• Staff briefings/training on wellbeing are provided.</li> </ul>	<p>Staff are always encouraged to focus on their wellbeing. Pastoral team and SLT are proactive in discussing wellbeing with the staff we need to make sure this includes their workload and how they ‘bounce back’</p> <p>Senior leaders have already discussed how we will allocate a</p>	6

19 crisis in general				<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>		<p>mentor and offer emotional coaching to staff that need additional support.</p> <p>Staff briefings and training have included content on - wellbeing</p> <p>Staff have been signposted to useful websites and resources _ QWELL</p> <p>Oak Lodge are part of the Resilient Schools Hub</p> <p>Staff meetings/ department meetings via zoom will continue to discuss concerns and share control measures that may alleviate anxiety.</p> <p>We have a trained counsellor offering support and advice to any member of staff confidentially</p>	
44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	4	12	<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>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.</li> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>Minutes of governing body meetings are reviewed to ensure that they accurately</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>The governing body continues to meet regularly via online platforms.</p> <p>The governing body agendas are structured to ensure all statutory requirements are discussed.</p> <p>The headteacher's report to governors will continue to include 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 and planning for full re-opening.</p>	6

				record governors' oversight and holding leaders to account for areas of statutory responsibility.			
45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	4	12	<ul style="list-style-type: none"> <li>Guidance on test and trace has been published.</li> </ul>	TBA	All staff to sign in on Entry Sign each day	6
				<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>			
				<ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>	<p>School should consider holding information on who is travelling on public transport and who travels by car</p> <p>Records of any visitors to the site should be kept</p> <p>Staff members and parents and carers will be supported to understand via the school Policies that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> book a test if they are displaying symptoms <ul style="list-style-type: none"> <li>• not come into the setting if they have symptoms</li> <li>• must be sent home to self-isolate if they develop them when at the setting</li> <li>• provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19)</li> </ul> </li> </ul> <p>We will share protocol and guidance for all stakeholders on engaging with the NHS Track and Trace service.</p> <p>Should the individual receive a negative test result, then they, and anyone they have identified as being</p>		

						<p>in close contact with, will be able to return to work providing they are not presenting any relevant symptoms.</p> <p>Should the individual receive a positive test result, anyone identified as having been in 'close contact', must stay at home for 14 days, even if they do not have symptoms, to stop unknowingly spreading the virus.</p>	
46. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	4	16	<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	<p>We will keep robust records of any staff that have been identified as having been in 'close contact' with someone who has developed symptoms will be asked to self-isolate until the result of the test is known.</p> <p>Absence data recorded and protocol on the 'bubble' staying at home too in the event that a staff member tests +ve</p> <p>Record of any staff or pupils displaying symptoms sent to Barnet</p> <p>As per the <a href="#">UK government's guidance</a> a 'close contact' is a</p>	8
				<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>	TBA		

				<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, in the case of academies, the trust</li> </ul>	TBA	<p>person who has been close to someone who has tested positive for COVID-19 anytime from 48 hours before the person was symptomatic up to 7 days from onset of symptoms (this is when they are infectious to others). For example, a 'close contact' can be:</p> <ul style="list-style-type: none"> <li>direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>School will brief all stakeholders on the procedure and the template letter from the health protection team to ensure everyone is aware of the protocol.</p> <p>Reintroduction of staff back into school program over the INSET days in September will include the sharing of the Risk Assessment.</p>	
47. Staff (inc breakfast club and after school activities staff), pupils and parents are not	4	4	16	<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>	TBA	<p>Testing guidance to be included in policies _ Medical Policy</p> <p>All stakeholders made aware of the mitigating actions that will be</p>	8

aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	TBA	<p>followed in the event that any person develops symptoms of COVID</p> <p>Support will be made available to staff where appropriate via our HR procedures</p>	
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"> <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> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	TBA	<p>All communications from school are now made via email as much as possible and via the website on the headteacher update letter.</p> <p>The reintegration back to school for all staff INSET will include specific training on guidance and procedures including amended Policies</p>	3
49. Staff, parents and carers are not aware of recommendations on transport to and from school	4	4	16	<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	<p>Re-explore the Bike to work scheme and share the details with all stakeholders via school website and through staff briefing.</p> <p>We will consult with staff and parents about transport arrangements once transport brokering services have provided their updated risk assessment.</p>	4