

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

## SCHOOL NAME:

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
HELEN ROSSI-SENIOR LEADER	10/07/2020	02/09/2020	Staff, pupils, parents, visitors, volunteers, contractors

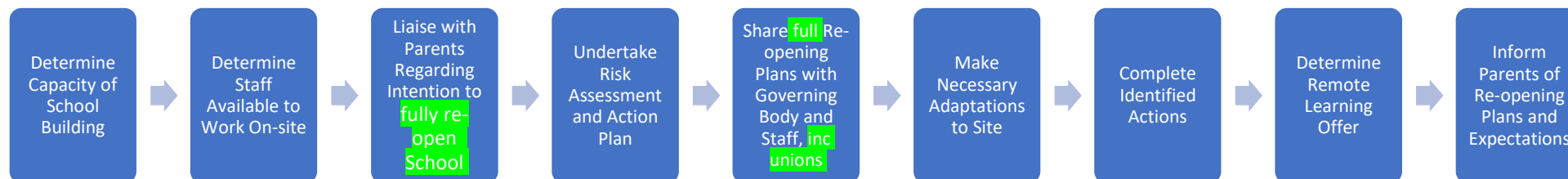
### Purpose of this document:

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 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	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>  <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>  <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>  <a href="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a>

### Suggested Steps of Re-opening Preparation:



## Risk matrix

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

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>							
1. Risk that there are Insufficient staff to support all the pupils to be in school	3			<ul style="list-style-type: none"> <li>Audit staff availability</li> </ul>	Y	<b>Below 9 – green</b> Audit of staff availability completed	<b>Below 9 – green</b>
				<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	<b>Below 9 – green</b> All staff available for work. No members of staff are extremely critically vulnerable. Risk Assessment completed for staff member who may not be fit for work (not covid related).	
				<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.</li> </ul>	Y	<b>Below 9 – green</b> Full class bubbles will be returning (no more than 12 children).	
				<ul style="list-style-type: none"> <li>Ensure flexible and responsive use of teaching assistants</li> </ul>	Y	<b>Below 9 – green</b> model of 1 teacher and 3 TA's due to the complex needs of Northway children.	

			<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	<b>Below 9 – green</b> Our SEN children will be supported with a high staffing ratio. Those children who need one to one support will receive this from a member of staff within their class bubble.	
			<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	<b>Below 9 – green</b> Staff are aware of their responsibilities to adhere to the test and trace scheme and to inform school.	
			<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	<b>Below 9 – green</b> All children will be returning to school and adequate staff will be delivering on site learning.	
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		<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> </ul>	Y	<b>Below 9 – green</b> staff to inform SMT if their health status and availability changes.	<b>Below 9 – green</b>
			<ul style="list-style-type: none"> <li>Full use is made of all qualified teachers.</li> </ul>	Y	<b>Below 9 – green</b> All qualified teachers will be utilised and attached to a class bubble.	
			<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	<b>Below 9 – green</b> All teaching assistants have been attached to a class bubble.	

			<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	<b>Below 9 – green</b> Staff are aware of their responsibilities to adhere to the test and trace scheme and to inform school.	
			<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	<b>Below 9 – green</b> All children will be returning to school Monday-Thursday for the first 4 weeks of term until staffing levels are at capacity. From October all children will be attending 5 days per week. Staff will support with home learning on a Friday.	
			<ul style="list-style-type: none"> <li>• Where possible, ensure pupils with SEND are prioritised to be in school, -.</li> </ul>	Y	<b>Below 9 – green</b> All children will be returning to school.	
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.			<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	<b>Below 9 – green</b> Only long term agency staff will be used and attached to individual class bubbles.	<b>Below 9 – green</b>
			<ul style="list-style-type: none"> <li>• Ensure visiting staff are aware of and adhere to distancing and hygiene measure and minimise contact to only pupils who need to be taught.</li> </ul>	Y	<b>Below 9 – green</b> Visiting staff will be made aware of distancing and hygiene measures. PPE will be available and visitors will not be entering class bubbles.	

				<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	<b>Below 9 – green</b> Risk assessments will be carried out for all visiting teachers and ITT trainees who need to come into a class bubble.	
				<ul style="list-style-type: none"> <li>Negotiate the deployment of ITT trainees with their provider to ensure that their training needs are met but contact and distance requirements are adhered to.</li> </ul>	Y	<b>Below 9 – green</b> Contact and distance requirements discussed with providers.	
4. Risk of infection of <b>extremely clinically vulnerable</b> members of the household of a member of staff.	4			<ul style="list-style-type: none"> <li>Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible</li> </ul>	Y	<b>Below 9 – green</b> None of our members of staff share a household with an extremely clinically vulnerable person.	<b>Below 9 – green</b>
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3			<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>	Y	<b>Below 9 – green</b> Essential functions covered each day. First aiders in each day and DSL in 5 days per week.	<b>Below 9 – green</b>
				<ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>	Y	<b>Below 9 – green</b> Essential functions are in place at school. Support from the LA if and when needed.	
				<ul style="list-style-type: none"> <li>Ensure First Aid certificates are up to date (previously extended for 3 months)</li> </ul>	Y	<b>Below 9 – green</b> SMT are aware of those first aid certificates which have expired and are liaising with skills training centre to book courses.	

			<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	<b>Below 9 – green</b> Covid 19 first responders guidance to be followed when administering first aid.	
			<ul style="list-style-type: none"> <li>Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	Y	<b>Below 9 – green</b> A programme of training for all staff (including additional staff) has been timetabled.	
6. Risks to health and safety because staff are not trained in new procedures.	3		<ul style="list-style-type: none"> <li>A revised staff handbook is issued to all staff prior to reopening.</li> </ul>	Y	<b>Below 9 – green</b> Protocols and procedures have been revised and this will be disseminated to all staff prior to reopening.	<b>Below 9 – green</b>
			<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	<b>Below 9 – green</b> Staff will be briefed on any new procedures prior to reopening. Fire safety and evacuation procedures remain the same.	
7. Risk that staff who are extremely critically vulnerable are not identified and so measures have not been put in place to protect them.	4		<ul style="list-style-type: none"> <li>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	<b>Below 9 – green</b> All staff status has been identified and there is no staff member who is extremely critically vulnerable.	<b>Below 9 – green</b>
			<ul style="list-style-type: none"> <li>All members of staff with underlying health issues have been instructed to make their</li> </ul>	Y	<b>Below 9 – green</b> All staff status has been	

				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		<b>identified and there are no staff members with underlying health issues that put them at risk. All staff are aware that should their health circumstances change they need to inform the school.</b>	
				<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	<b>Below 9 – green</b> All staff status has been identified and there are no staff members with underlying health issues that put them at risk. All staff are aware that should their health circumstances change they need to inform the school.	
				<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	<b>Below 9 – green</b> No member of staff classed as clinically vulnerable/clinically extremely vulnerable will be working at school.	
				<ul style="list-style-type: none"> <li>Current government guidance is being applied.</li> </ul>	Y	<b>Below 9 – green</b> Government guidance is being applied.	
<b>B. Teaching Spaces, the Learning and School Environment</b>							
8. Risk of transmission within the school building (this includes	<b>3</b>			<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</li> </ul>	Y	<b>Below 9 – green</b> Class bubbles of no more than 12 children (full	<b>Below 9 – green</b>

breakfast club and after school activities)			<p>or if year group sized bubbles will need to be implemented.</p> <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>		<b>class groups) will be returning to school.</b>	
			<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 and care support should be provided as normal.</li> </ul>	Y	<b>Below 9 – green</b> Due to the nature of our SEN children close contact care will be provided where necessary using PPE if appropriate i.e. when supporting with personal care needs.	
			<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	<b>9 to 11 – amber</b> Staff will continue to maintain a distance from each other within the classroom but this cannot always be adhered to with the children due to their complex needs.	<b>9 to 11 – amber</b>
			<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	<b>9 to 11 – amber</b> Due to the nature of our SEN children the majority of our interactions need to be face to face.	
			<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</li> </ul>	Y	<b>9 to 11 – amber</b> Maximising distance and reduction of contact will be modelled to our children by adults and	



			care, education and care support should be provided as normal.		<b>with social stories. Education and care support will be provided as normal.</b>	
			<ul style="list-style-type: none"> <li>• Clear signage displayed in classrooms promoting reduction of contacts and maximising distance</li> </ul>	Y	<b>9 to 11 – amber</b> Appropriate symbols (PECs) for our children will be displayed in classrooms.	
			<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	<b>Below 9 – green</b> Class bubbles (staff and children) will move around the school in isolation and not mix with other children. Moving forward we may double our bubbles but this will be no more than 24 children and 6 staff maximum.	<b>Below 9 – green</b>
			<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>			
			<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> </ul>	Y	<b>Below 9 – green</b> Breakfast will be given to children within their class bubbles.	<b>Below 9 – green</b>

			<ul style="list-style-type: none"> <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>			
9. Risk of transmission in large spaces used as classrooms/teaching spaces	3		<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	<b>Below 9 – green</b> Only one bubble will use large spaces at any given time and these will be clearly timetabled to reduce contact and maximise distance.	<b>Below 9 – green</b>
			<ul style="list-style-type: none"> <li>Large gatherings of more than one bubble should be avoided</li> </ul>	Y	<b>Below 9 – green</b> Large gatherings are not permitted.	
			<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	<b>Below 9 – green</b> All spaces will be timetabled and a one way system will still be utilised around the school to reduce contact and maximise distance.	

10. Risks of transmission during use of the outdoor learning environment for young children	3			<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	<b>Below 9 – green</b> Our children cannot adhere to social distancing guidelines so distance cannot always be maximised.	<b>Below 9 – green</b>	
				<ul style="list-style-type: none"> <li>Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>	Y	<b>Below 9 – green</b> Staff will have access to their classrooms for hand washing when outside. The tap on the field can be utilised for hand washing. Staff will have access to hand sanitiser		
				<ul style="list-style-type: none"> <li>Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>	Y	<b>Below 9 – green</b> No drinking fountains on site. Individual water bottles supplied by parents for each child.		
				<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>	Y	<b>9 to 11 – amber</b> Large climbing equipment cannot be shut down but school will jet wash equipment every Friday		<b>9 to 11 – amber</b>
				<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	<b>Below 9 – green</b> classrooms to have minimal resources and de-clutter any soft toys that cannot be cleaned effectively.		<b>Below 9 – green</b>

			<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>	Y	<b>Below 9 – green</b> minimise equipment shared between bubbles.	
			<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>		<b>Below 9 – green</b> Due to the nature of our children they will not be able to stay within class groups demarked and divided. We may double bubbles to ensure maximum usage of outside shared spaces.	
			<ul style="list-style-type: none"> <li>Where outside space must be shared arrangements for cleaning between bubbles are in place</li> </ul>	Y	<b>9 to 11 – amber</b> Large climbing equipment cannot be shut down but school will jet wash equipment ever Friday. Bikes and other shared resources will be cleaned after each use.	<b>9 to 11 – amber</b>
			<ul style="list-style-type: none"> <li>Resources are limited to facilitate effective cleaning daily</li> </ul>	Y	<b>Below 9 – green</b> resources in all classrooms will be limited to facilitate effective cleaning.	<b>Below 9 – green</b>
			<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 to be wiped down by an adult, between use by the children</li> </ul> <p>For Secondary</p>	Y	<b>Below 9 – green</b> Bikes and other shared resources will be cleaned after each use.	

			<ul style="list-style-type: none"> <li>• Only equipment that can be washed easily can be used.</li> </ul>			
			<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	<b>Below 9 – green</b> Disposable sensory materials to be used as much as possible. Soft furnishings and covered areas to be wiped daily if they cannot be removed.	
11. Risk of staff having to move between groups			<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 they should maintain a 2-metre distance from pupils and colleagues.</li> </ul>	Y	<b>Below 9 – green</b> Staff moving between bubbles will reduce contact and maximise distance as much as possible.	
12. Risks of transmission due to movement around the school.	4		<ul style="list-style-type: none"> <li>• Arrange for corridors to be one-way where possible</li> </ul>	Y	<b>Below 9 – green</b> A one way system will continue to be adopted in corridors.	
			<ul style="list-style-type: none"> <li>• Clear signage and markers for the youngest children</li> </ul>	Y	<b>Below 9 – green</b> arrows on the floor showing the direction of the one way system in place.	

			<ul style="list-style-type: none"> <li>Corridors are divided where feasible</li> </ul>	Y	<b>Below 9 – green</b> Corridors are divided with approximately 1.5 when the one way system is adhered to.	
			<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	<b>Below 9 – green</b> Staff will have to navigate bottle necks and wait for other ‘bubbles’ to pass before transition. All areas timetabled to reduce contact with other bubbles.	
			<ul style="list-style-type: none"> <li>Movement of pupils and staff around the school is minimised</li> </ul>	Y	<b>Below 9 – green</b> All spaces around the school which will be utilised are timetabled so movement around the school is minimised to those transitions. Children will eat lunch in the classroom.	
			<ul style="list-style-type: none"> <li>Pupils are reminded regularly of protocols for reduction of contacts and maximising distance</li> </ul>	Y	<b>9 to 11 – amber</b> Due to the nature of our children protocols will be modelled and shared appropriately (social stories etc).	<b>9 to 11 – amber</b>
			<ul style="list-style-type: none"> <li>Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance</li> </ul>	Y	<b>Below 9 – green</b> Staff will rota duties within their bubble reducing contact and maximising distance.	<b>Below 9 – green</b>
13. Risk of transmission due to	4		<ul style="list-style-type: none"> <li>Start and departure times are staggered where possible</li> </ul>	Y	<b>9 to 11 – amber</b> Children arrive on	

number of people near entrances and exits at the start and end of the school day.						Barnet transport to school so times are not staggered however a one way system is in place and bubbles will socially distance when collecting children from the buses.	9 to 11 – amber
				<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	<b>Below 9 – green</b> There will be no more than ten parents dropping their children to school. We have holding areas outside the building for children to be collected by the staff in their bubbles. Roadside parking is available should the car park become full.	Below 9 – green
				<ul style="list-style-type: none"> <li>Stagger time for SEN Transport drop offs and pick ups</li> </ul>	Y	<b>9 to 11 – amber</b> Due to the number of children arriving on transport this is not possible however distance between bubbles will be maximised and a one way system of entering the school will be adhered to.	9 to 11 – amber
				<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	<b>9 to 11 – amber</b> Due to the nature of our children and the design of our school	

						building there is one main entrance and exit to the school. Distance will be maximised and a one way system is in place.	9 to 11 – amber
				<ul style="list-style-type: none"> <li>Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom</li> </ul>	Y	<b>Below 9 – green</b> Staff will wash the hands of all the children as soon as they arrive at school.	<b>Below 9 – green</b>
				<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	<b>Below 9 – green</b> Parents are not allowed to enter the school building unless essential.	
				<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	<b>Below 9 – green</b> New children will be settled within their class bubbles without parents. All new children and parent have visited the school and met the teaching staff at a distance when only one key worker bubble has attended (Fridays).	
				<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	<b>Below 9 – green</b> There is a waiting area outside the school building social distancing markers on the floor.	



			<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queuing</li> </ul>	Y	<b>Below 9 – green</b> Gates open so no queuing necessary.
			<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	<b>Below 9 – green</b> All staff and parents have been briefed on circulation routes and signage.
			<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	<b>Below 9 – green</b> Movement is managed on arrival by a one way system and staff social distancing in reception when signing in.
			<ul style="list-style-type: none"> <li>Floor markings visible to all to avoid queuing</li> </ul>	Y	<b>Below 9 – green</b> Staff coming into school socially distance if they arrive at the same time as a colleague.
			<ul style="list-style-type: none"> <li>Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>	Y	<b>Below 9 – green</b> None of the parents will be using public transport. Walking and cycling is not appropriate for the majority of our children as they have a limited awareness of danger.
			<ul style="list-style-type: none"> <li>Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage</li> </ul>	Y	<b>Below 9 – green</b> All pupils have engaged with road safety sessions and all children being

						dropped off and collected from school have access to the staff car park to promote road safety	
				<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>	Y	<b>Below 9 – green</b> There is a one way system on the road outside the school and sufficient pedestrian space.	
14. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.	3			<ul style="list-style-type: none"> <li>Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>	Y	<b>Below 9 – green</b> No changes to traffic control procedures outside the school. A one way system is in place and parents have access to the staff car park to promote road safety.	<b>Below 9 – green</b>
				<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. For Secondary</li> <li>Identify Sixth Form pupils that drive themselves to school/college, identify parking area/protocols.</li> </ul>	Y	<b>Below 9 – green</b> All parents dropping their children can park in the staff car park to drop and collect their children to school.	
				<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>	Y	<b>Below 9 – green</b> Children will be collected from and dropped off to parents swiftly.	
				<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>	Y	<b>Below 9 – green</b> 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>	Y	<b>Below 9 – green</b> 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>	Y	<b>Below 9 – green</b> N/A	
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3		<ul style="list-style-type: none"> <li>• Break and lunch times are staggered</li> </ul>	Y	<b>Below 9 – green</b> Break and lunch times are staggered and children will be eating lunch in their class bubbles.	<b>Below 9 – green</b>
			<ul style="list-style-type: none"> <li>• External areas are designated for different groups For Secondary</li> <li>• Outside spaces are used by one bubble at a time or space is divided with clear demarcations</li> </ul>	Y	<b>Below 9 – green</b> External areas are designated to different groups throughout the school day. All groups are aware of their designation.	
			<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	<b>9 to 11 – amber</b> Due to the nature of our SEN children social distancing cannot always be understood and adhered to.	<b>9 to 11 – amber</b>
			<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	<b>Below 9 – green</b> Supervision levels are in place taking into consideration the needs of our children and the government and union guidelines.	<b>Below 9 – green</b>

16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	3			<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	<b>9 to 11 – amber</b> Due to the nature of our SEN children social distancing cannot always be understood and adhered to.	<b>9 to 11 – amber</b>
				<ul style="list-style-type: none"> <li>Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area.</li> </ul>	Y	<b>Below 9 – green</b> All staff will ensure that children wash their hands before and after eating and on returning from any activity outside their class bubble.	<b>Below 9 – green</b>
				<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	<b>Below 9 – green</b> The dining room will not be used.	
				<ul style="list-style-type: none"> <li>Floor markings are clear to avoid queues</li> </ul>	Y	<b>Below 9 – green</b> There are floor markings outside the school and staff will socially distance when signing in to the school and using the toileting facilities and staff room.	
				<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	<b>Below 9 – green</b> All pupils will eat their packed lunches in the classroom or in their allocated outside space.	

			<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	<b>Below 9 – green</b> Staff will supervise lunch times and ensure that children do not 'share' food.	
			<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>	Y	<b>Below 9 – green</b> Staff will thoroughly clean eating areas after lunch time.	
17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4		<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for the reduction of contacts and maximising distance</li> </ul>	Y	<b>Below 9 – green</b> staff room chairs have been arranged in line with social distancing guidelines.	<b>Below 9 – green</b>
			<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>	Y	<b>Below 9 – green</b> Staff have been briefed on the use of these rooms.	
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3		<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance provisions are in place for medical rooms</li> </ul>	Y	<b>Below 9 – green</b> We will utilise another room as a 'medical' room for any staff/children with symptoms so the original medical room can be accessed safely should anyone need general first aid. Staff will knock and enter only if distance can be maximised.	<b>Below 9 – green</b>
			<ul style="list-style-type: none"> <li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> </ul>	Y	<b>Below 9 – green</b> A room has been designated for any pupils/staff with covid 19 symptoms	

			<ul style="list-style-type: none"> <li>PPE available if staff dealing with pupil with symptoms</li> </ul>	Y	<b>Below 9 – green</b> PPE available	
			<ul style="list-style-type: none"> <li>Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas</li> </ul>	Y	<b>Below 9 – green</b> Medical rooms and affected areas will be cleaned after any suspected cases.	
19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3		<ul style="list-style-type: none"> <li>Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school.</li> </ul>	Y	<b>Below 9 – green</b> Parents have been made aware of new school procedures and protocol prior to their children starting back at school.	<b>Below 9 – green</b>
			<ul style="list-style-type: none"> <li>The maximising distance floor markings are clearly in place</li> </ul>	Y	<b>Below 9 – green</b> Parents will not be allowed in the school building and the staff coming into school each day will adhere to maximising distance.	
			<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	<b>Below 9 – green</b> Plastic screens are in place in reception to protect staff in the school office and reception staff will maximise distance.	
			<ul style="list-style-type: none"> <li>Non-essential visitors to school and deliveries are minimised</li> </ul>	Y	<b>Below 9 – green</b> There are no non-essential visitors coming to school and any deliveries are minimised.	

				<ul style="list-style-type: none"> <li>• Arrangements are in place for visitors to stay apart</li> </ul>	Y	<b>Below 9 – green</b> If more than one delivery attends the reception at any given time office staff will remind them of social distancing guidelines.	
<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			<ul style="list-style-type: none"> <li>• Ensure frequent hand cleaning and good respiratory hygiene practices</li> </ul>	Y	<b>Below 9 – green</b> PPE is available for all staff should they want to use it. Hand sanitisers, soap, cleaning products and PPE will be given to each bubble and regularly replenished.	<b>Below 9 – green</b>
				<ul style="list-style-type: none"> <li>• Regular cleaning</li> </ul>	Y	<b>Below 9 – green</b> Cleaning will take place every morning and throughout the school day. Staff will clean their own resources daily.	
				<ul style="list-style-type: none"> <li>• Minimise contact and mixing (see above)</li> </ul>	Y	<b>Below 9 – green</b> All pupils and staff will stay and move around in their bubble to minimise contact and mixing.	
				<ul style="list-style-type: none"> <li>• See sections above re start and end of day arrangements, playtimes and break times</li> </ul>	Y	<b>Below 9 – green</b> Bubbles will follow a one way system and distance from other bubbles to minimise contact.	

21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4			<ul style="list-style-type: none"> <li>Testing of staff or pupils – if school has home testing kits - give to any symptomatic staff or pupil when they are sent home. If not, ensure the staff/parents/pupils know the process to get tested.</li> </ul>	Y	<b>Below 9 – green</b> Staff/parents will be given information on testing via a link to the NHS should they or their children show symptoms. They will also be made aware of mobile testing units in the locality.	<b>Below 9 – green</b>
				<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	<b>Below 9 – green</b> All staff are aware that they must not come into school if they have covid-19 symptoms. Anyone who develops symptoms during the school day will be sent home.	
				<ul style="list-style-type: none"> <li>Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>	Y	<b>Below 9 – green</b> Anyone with symptoms will be isolated in the SALT room (not utilised) and the room cleaned afterwards.	
				<ul style="list-style-type: none"> <li>PPE on hand.</li> </ul>	Y	<b>Below 9 – green</b> PPE is available for all staff should they want to use it.	
				<ul style="list-style-type: none"> <li>Active engagement with NHS Test and Trace</li> </ul>	Y	<b>Below 9 – green</b> All staff will engage with NHS test and trace.	
22. Risk of the virus spreading via surfaces in the school unless	4			<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</li> </ul>	Y	<b>Below 9 – green</b> Outdoor play equipment will be jet	<b>Below 9 – green</b>



there is regular cleaning			difficult to keep clean, for example outdoor play equipment.		washed weekly. Smaller equipment will be cleaned after each use.
			<p>Establish arrangements for all frequently touched surfaces and equipment e.g.</p> <ul style="list-style-type: none"> <li>• door handles</li> <li>• handrails</li> <li>• tabletops</li> <li>• play equipment</li> <li>• toys</li> <li>• electronic devices (such as phones)</li> <li>• specialist equipment, including equipment used by pupils with SEN</li> </ul>	Y	<b>Below 9 – green</b> Our apprentice caretaker will disinfect door handles and communal surfaces regularly touched daily. Staff will be responsible to clean all table tops, play equipment, toys and any specialist equipment within their bubble. The ICT administrator will regularly clean the iPads ready for use by different bubbles.
			<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	<b>Below 9 – green</b> Due to the nature of our children we will use Milton products in classrooms and bleach in the communal areas.
			<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	<b>Below 9 – green</b> Shared resources will be limited.
			<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	<b>Below 9 – green</b> Shared resources will be limited and children will have their own box of

						resources which will be regularly cleaned.	
				<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	<b>Below 9 – green</b> Staff will wash their hands before and after handling pupil's resources.	
				<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>	Y	<b>Below 9 – green</b> Staff will wash their hands before and after handling shared equipment. Hand sanitisers will be provided at appropriate locations.	
				<ul style="list-style-type: none"> <li>There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this</li> </ul>	Y	<b>Below 9 – green</b> Protocol on personal hygiene and the washing of clothes following a day in school shared with parents/carers	
23. Risk of virus spreading because the school has insufficient materials and equipment	4			<ul style="list-style-type: none"> <li>Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms</li> </ul>	Y	<b>Below 9 – green</b> Clear plans in place to check that hot water is available for hand washing and a regular supply of soap is available.	<b>Below 9 – green</b>
				<ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>	Y	<b>Below 9 – green</b> Hand sanitiser is available to staff at the sign in station in reception, at the printers, outside the staff toilets and in the staff room.	

			<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	<b>Below 9 – green</b> Lidded bins in classrooms and other key locations around the school.	
			<ul style="list-style-type: none"> <li>Bins to be double bagged and emptied</li> </ul>	Y	<b>Below 9 – green</b> Bins will be double bagged and emptied. Clinical waste will be disposed of in the yellow bin bags and emptied by daily	
			<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	<b>Below 9 – green</b> Disposable tissues will be available in every utilised room around the school.	
24. Provision and use of PPE for staff where required is not in line with government guidelines	3		<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> </ul>	Y	<b>Below 9 – green</b> Staff to be briefed on the correct usage of PPE and supplies ordered fortnightly.	<b>Below 9 – green</b>
			<ul style="list-style-type: none"> <li>Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely</li> </ul>	Y	<b>Below 9 – green</b> Staff will be briefed on PPE- usage, contamination and disposal.	
			<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	<b>Below 9 – green</b> Staff reminded that the wearing of gloves is not a substitute for good hand washing.	
25. Pupils forget to wash their hands regularly and frequently	4		<ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> </ul>	Y	<b>Below 9 – green</b> Staff will focus on implementing good hygiene and children	<b>Below 9 – green</b>

						to take autonomy over their personal care.	
				<ul style="list-style-type: none"> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.</li> </ul>	Y	<b>Below 9 – green</b> Hand washing posters are displayed around the school. Staff will model to children and remind if this can be understood.	
				<ul style="list-style-type: none"> <li>School leaders monitor the extent to which hand-washing is taking place on a regular and frequent basis.</li> </ul>	Y	<b>Below 9 – green</b> Staff are aware of hand washing advice and expectations. Children and staff will wash their hands at regular intervals.	
26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	3			<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	<b>9 to 11 – amber</b> Due to the nature of our SEN children reducing contact and maximising distance cannot always be understood and adhered to. Social stories, songs, YouTube videos and modelling will be used to support pupils.	<b>9 to 11 – amber</b>
				<ul style="list-style-type: none"> <li>Staff model reducing contacts and maximising distance consistently.</li> </ul>	Y	<b>Below 9 – green</b> Staff will model reducing contact and maximising distance consistently.	<b>Below 9 – green</b>
				<ul style="list-style-type: none"> <li>The movement of pupils around the school is minimised.</li> </ul>		<b>Below 9 – green</b> Transitions around	

						the building will be kept to a minimum. Lunches in classrooms and timetabled spaces to minimise transitions.	
				<ul style="list-style-type: none"> <li>Large gatherings are avoided inc assemblies</li> </ul>	Y	<b>Below 9 – green</b> There will be no large gatherings including assemblies.	
				<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	<b>Below 9 – green</b> Break times are staggered and lunch times will be supervised in the classroom to reduce contact and maximise distance.	
				<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	<b>9 to 11 – amber</b> Due to the nature of our children our behaviour policy remains the same with the expectation that any contact with a child is the last resort. Staff will continue to use motivators and de-escalation strategies to minimise behaviours.	<b>9 to 11 – amber</b>
				<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	<b>Below 9 – green</b> All arrangements and protocols will be monitored by SLT and reviewed regularly to	<b>Below 9 – green</b>

						reduce contact and maximise distance as much as possible.	
				<ul style="list-style-type: none"> <li>Messages to parents reinforce the importance of reduction of contacts and maximising distance</li> </ul>	Y	<b>Below 9 – green</b> Parents are aware of the schools expectation to reduce contact and maximise distance but also understand that due to the needs of our children this cannot always be adhered to.	
				<ul style="list-style-type: none"> <li>Arrangements for younger primary school children have been agreed and staff are clear on expectations.</li> </ul>	Y	<b>Below 9 – green</b> see below	
				<ul style="list-style-type: none"> <li>Arrangements for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>	Y	<b>Below 9 – green</b> Staff are aware of arrangements and are clear on expectations- bubbles, timetables etc.	
<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	4			<ul style="list-style-type: none"> <li>A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening.</li> </ul>	Y	<b>Below 9 – green</b> Cleaning staff are aware of which rooms will be utilised and the areas where cleaning needs to be increased.	<b>Below 9 – green</b>

classrooms, shared areas, surfaces and toilets are not undertaken to the standards required				<ul style="list-style-type: none"> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule 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	<b>Below 9 – green</b> All classrooms will have cleaning resources, PPE and tissues to help minimise the spread of infection. Frequently touched surfaces will be cleaned regularly.	
				<ul style="list-style-type: none"> <li>Working hours for cleaning staff are increased</li> </ul>	Y	<b>Below 9 – green</b> Cleaning is extensive, thorough and consistent.	
28. The use of fabric chairs may increase the risk of the virus spreading	3			<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> </ul>	Y	<b>Below 9 – green</b>	<b>9 to 11 – amber</b>
				<ul style="list-style-type: none"> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	Y	<b>9 to 11 – amber</b> Fabric chairs will not be removed from the staff room but will be deep cleaned.	
29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4			<ul style="list-style-type: none"> <li>Follow DfE guidelines for number of pupils per toilet</li> </ul>	Y	<b>Below 9 – green</b> One bubble to use toilet facilities at any given time. Five toilet facilities to be utilised across the school. Classes to stagger usage throughout the day.	<b>Below 9 – green</b>
				<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> </ul>	Y	<b>Below 9 – green</b> Five staff toilet facilities around the school will be utilised to avoid queuing.	

			<ul style="list-style-type: none"> <li>Floor markings are in place to enable reduction of contacts and maximising distance.</li> </ul>	Y	<b>9 to 11 – amber</b> Due to the nature of our SEN children floor markings cannot be observed by most children but staff will model and support with the reduction of contact outside of their class bubble.	<b>9 to 11 – amber</b>       <b>Below 9 – green</b>
		<ul style="list-style-type: none"> <li>Pupils know that they can only use the toilet one at a time.</li> </ul>	Y	<b>Below 9 – green</b> Staff will monitor children using the toilet and ensure that the toilet facilities are used by one bubble at a time.		
		<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	<b>Below 9 – green</b> Children will access the toilet throughout the day to avoid queues.		
		<ul style="list-style-type: none"> <li>The toilets are cleaned frequently as laid out in the enhanced cleaning schedule</li> </ul>	Y	<b>Below 9 – green</b> The toilets are cleaned frequently.		
		<ul style="list-style-type: none"> <li>Monitoring ensures a constant supply of soap and paper towels</li> </ul>	Y	<b>Below 9 – green</b> Caretaker will replenish soap and paper towels at regular intervals.		
		<ul style="list-style-type: none"> <li>Bins are emptied regularly.</li> </ul>	Y	<b>Below 9 – green</b> Bins will be emptied regularly.		
		<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	<b>Below 9 – green</b> Children will be reminded and		



						supported to wash their hands regularly.	
30. Fire procedures are not appropriate to cover new arrangements	4			<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>○ 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>	Y	<b>Below 9 – green</b> Fire procedures will remain the same. Bubbles will mindfully evacuate the school building to the school field where this huge space will facilitate the reduction of contact and maximise distance between bubbles.	<b>Below 9 – green</b>
				<ul style="list-style-type: none"> <li>• Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities)</li> </ul>	Y	<b>Below 9 – green</b> Staff are aware of evacuation procedures and have evacuated recently to ensure procedure is understood.	
				<ul style="list-style-type: none"> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	Y	<b>Below 9 – green</b> fire wardens have been trained appropriately and are aware of expectations.	
31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4			<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>	Y	<b>Below 9 – green</b> The evacuation point (school field) is large enough reduce contact and maximising distance between class bubbles. SEN and access considered.	<b>Below 9 – green</b>
				<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			<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	<b>Below 9 – green</b> School have three fire marshals and at least two will be on site at any given time.	<b>Below 9 – green</b>
33. All systems may not be operational	3			<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate, see following link: <a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a></li> </ul>	Y	<b>Below 9 – green</b> Government guidance is being implemented where appropriate and necessary.	<b>Below 9 – green</b>
				<ul style="list-style-type: none"> <li>All systems have been recommissioned including: Water systems (particularly legionella testing and controls in place) Electrical and gas safety checks Emergency escapes, lighting and fire detection systems Security systems Lifts and escalators Heating Ventilation systems</li> </ul>	Y	<b>Below 9 – green</b> All systems have been recommissioned (Northway has remained open so regular checks have been taking place).	
34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4			<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> </ul>	Y	<b>Below 9 – green</b> All statutory compliance is up to date.	<b>Below 9 – green</b>
				<ul style="list-style-type: none"> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>The following guidance has been followed where appropriate: <a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></li> </ul>	Y	<b>Below 9 – green</b> Water systems have been maintained.	
35. Lack of good ventilation means that there is risk of transmission				<ul style="list-style-type: none"> <li>Ensure good ventilation in classrooms and common areas e.g. through opening a window</li> </ul>	Y	<b>Below 9 – green</b> Windows in the building are open first thing in the morning to ensure good	<b>Below 9 – green</b>
				<ul style="list-style-type: none"> <li>Follow guidance in the following link:</li> </ul>			

				<ul style="list-style-type: none"> <li><a href="#">air conditioning and ventilation during the coronavirus outbreak.</a></li> </ul>		ventilation. Guidance has been followed.	
36. Visitors to the site (including parents) add to the risk	4			<ul style="list-style-type: none"> <li>Signage giving routes, procedures, entrances and exits to be followed.</li> </ul>	Y	<b>Below 9 – green</b> visitors will use main entrance and be advised of procedures.	<b>Below 9 – green</b>
				<ul style="list-style-type: none"> <li>Limit the external visitors to the school during school hours</li> </ul>	Y	<b>Below 9 – green</b> External visitors to the school have been limited.	
				<ul style="list-style-type: none"> <li>Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.</li> </ul>	Y	<b>Below 9 – green</b> visitors/contractors have been limited and touchscreen will be thoroughly cleaned after use.	
				<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	<b>Below 9 – green</b> Parents dropping and collecting children to the school will wait outside of the building. Small offices can be utilised if support is needed.	
				<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	<b>Below 9 – green</b> Annual reviews/SEN meetings will be held via zoom or conference calls.	
37. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4			<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	<b>Below 9 – green</b> Essential building work to the school will continue but will not interfere with the bubble model in place. Contractors	<b>Below 9 – green</b>

						will use a separate entrance/exit and keep away from the staff and children . Contractors have their own welfare/toilet facilities
				<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	<b>Below 9 – green</b> Assessment carried out. Builders are aware of school protocols and PPE is available. Work will start where staff and pupils are not permitted.
				<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	<b>Below 9 – green</b> Assurances obtained that all staff will be in good health, symptom free and will reduce contact and maximise distance between workers.
				<ul style="list-style-type: none"> <li>Alternative arrangements have been considered such as using a different entrance and exit for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> </ul>	Y	<b>Below 9 – green</b> Contractors will use the ‘links’ entrance to the school to reduce contact and maximise distance with children and staff.
				<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> </ul>	Y	<b>Below 9 – green</b> Reducing contact and maximising distance will be maintained as much as possible

						when work is being carried out.	
				<ul style="list-style-type: none"> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>	Y	<b>Below 9 – green</b> Contractors will be briefed on school protocols and arrangements for covid 19	

**E. General**

38. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	3			<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on the system of controls: protective measures regarding COVID-19 and its implications for the school.</li> </ul>	Y	<b>Below 9 – green</b> All relevant policies have been revised.	<b>Below 9 – green</b>
				<ul style="list-style-type: none"> <li>The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure</li> </ul>	Y	<b>Below 9 – green</b> Full Health and Safety Risk Assessment carried out.	
				<ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	Y	<b>Below 9 – green</b> Staff, pupils (with support), parents and governors have been briefed accordingly.	
39. Curriculum/ Learning Environment				<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 are carried out safely in line with guidance e.g.: <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</li> </ul> </li> </ul>		<b>Below 9 – green</b> Soft play room and sensory play room decommissioned. Class bubbles to move in isolation around the school and access lessons within their classroom using appropriate resources. If resources are shared they will be cleaned	<b>Below 9 – green</b>

				<p>between pupils and paying scrupulous attention to cleaning and hygiene.</p> <ul style="list-style-type: none"> <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><b>after each use. Class bubbles will be no more than 12 children and 3 staff and classrooms and other shared areas will be well ventilated.</b></p>	
				<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>		<p><b>Below 9 – green All staff reduce contact and maximise distance as much as possible but due to the nature of our children front of classroom delivery is not appropriate.</b></p>	
40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4			<ul style="list-style-type: none"> <li>• Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>○ Staff (inc staff at breakfast club and after school activities)</li> <li>○ Pupils</li> <li>○ Parents</li> <li>○ Governors/Trustees</li> <li>○ Local authority</li> <li>○ Health services</li> <li>○ Regional Schools Commissioner</li> <li>○ Professional associations</li> <li>○ Other partners</li> <li>○ Neighbouring schools/EY settings</li> <li>○ Highways department</li> </ul> </li> </ul>		<p><b>Below 9 – green Communications with all stakeholders are managed appropriately. Contact is reduced and distance maximised. Governors meetings, meetings with partners (health) have taken place over zoom and other virtual platforms.</b></p>	<b>Below 9 – green</b>
				<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> </ul> </li> </ul>	Y	<p><b>Below 9 – green All key information and protective steps to minimise risks has</b></p>	

				<ul style="list-style-type: none"> <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> <li>• For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan</li> </ul>		<b>been shared with parents. Re-integration into school has been considered and will be staggered for some children and new admissions.</b>	
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			<ul style="list-style-type: none"> <li>• School is aware of current guidelines for shielding</li> </ul>	Y	<b>Below 9 – green</b> School is aware of current guidelines for shielding.	<b>Below 9 – green</b>
				<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	<b>Below 9 – green</b> Parents have been provided with clear guidance about acceptable reasons for non-attendance. This will be reinforced in the new academic year.	
				<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	<b>Below 9 – green</b> The school is aware of any health conditions of our children and will be requesting this information from our new starters.	
				<ul style="list-style-type: none"> <li>• Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y	<b>Below 9 – green</b>	
				<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	<b>Below 9 – green</b> Staff are available to ensure pupils at home (Fridays until October 20) are supported with learning.	

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			<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> </ul>	Y	<b>Below 9 – green</b> We have a trained counsellor and trained mental health first aider on site to support pupils and staff.	<b>Below 9 – green</b>
				<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>	Y	<b>Below 9 – green</b> We have a trained counsellor and trained mental health first aider on site who can be accessed by pupils and staff	
				<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>	Y	<b>Below 9 – green</b> Mindfulness, self-regulating strategies and zones of regulation are used regularly for our SEN children to manage their feelings and emotions.	
				<ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>	Y	<b>Below 9 – green</b> Resources and websites to support mental health are provided	
43. The mental health of staff has been adversely affected during the period that the school has been closed and by the	3			<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> </ul>	Y	<b>Below 9 – green</b> Staff are encouraged to focus on their wellbeing. Information on where to access support displayed in staff room.	<b>Below 9 – green</b>



COVID-19 crisis in general				<ul style="list-style-type: none"> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> </ul>	Y	<b>Below 9 – green</b> Wellbeing is discussed and work load managed to ensure a work-life balance.	
				<ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing</li> </ul>	Y	<b>Below 9 – green</b> Staff have had many trainings on mindfulness and wellbeing.	
				<ul style="list-style-type: none"> <li>Staff briefings/training on wellbeing are provided.</li> </ul>	Y	<b>Below 9 – green</b> Staff have had many trainings on mindfulness and wellbeing	
				<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Y	<b>Below 9 – green</b> Signposting to useful websites circulated via email and displayed in the staff room.	
44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2			<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> </ul>	Y	<b>Below 9 – green</b> We have had regularly and full governors meetings via zoom throughout the covid-19 crisis.	<b>Below 9 – green</b>
				<ul style="list-style-type: none"> <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> </ul>	Y	<b>Below 9 – green</b> School leaders are challenged and held accountable for implementation of all statutory requirements.	

				<ul style="list-style-type: none"> <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> </ul>	Y	<b>Below 9 – green</b> The Headteacher's report included content and updates on how leaders have met statutory obligations and the schools response to covid-19.	
				<ul style="list-style-type: none"> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> </ul>	Y	<b>Below 9 – green</b> School leaders have had regular dialogue with the chair of governors to discuss responses and plans.	
				<ul style="list-style-type: none"> <li>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</li> </ul>	Y	<b>Below 9 – green</b> School leaders are challenged and held accountable for implementation of all statutory requirements. Minutes reviewed by chair of governors.	
45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3			<ul style="list-style-type: none"> <li>Guidance on test and trace has been published.</li> </ul>	Y	<b>Below 9 – green</b> Guidance on test and trace published.	<b>Below 9 – green</b>
			<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>	Y	<b>Below 9 – green</b> Guidance explained to all staff.		
			<ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>	Y	<b>Below 9 – green</b> School leaders available to support staff through testing and post-testing.		

46. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4			<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> </ul>	Y	<b>Below 9 – green</b> All staff and children’s absences are tracked on Integris.	<b>Below 9 – green</b>
				<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	<b>Below 9 – green</b> Any pupil or staff displaying symptoms at school will be isolated in a designated room. They will be asked to test and use test and trace. The bubble in which the staff is attached will be closed if a result is positive.	
				<ul style="list-style-type: none"> <li>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply</li> </ul>	Y	<b>Below 9 – green</b> Pupils, parents and staff are aware of the steps to take if they develop symptoms.	
				<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>	Y	<b>Below 9 – green</b> We will inform the local authority if a test is positive.	
47. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school’s procedures (including on self-isolation and testing) should anyone	4			<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> </ul>	Y	<b>Below 9 – green</b> Guidance on action to take if symptomatic shared with staff and parents.	<b>Below 9 – green</b>
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Y	<b>Below 9 – green</b> Guidance explained in induction process.	

display symptoms of COVID-19				<ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y	<b>Below 9 – green</b> Changes or updates to all stakeholders is communicated in a timely and effective way.	
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			<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> </ul>	Y	<b>Below 9 – green</b> Staff and parents have received clear communications informing them of government guidance on confirmed cases of covid-19 and the action the school will take.	<b>Below 9 – green</b>
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Y	<b>Below 9 – green</b> Induction process will explain government guidance on covid-19.	
				<ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y	<b>Below 9 – green</b> Any updates or changes to guidance will be communicated in a timely and effective way to all stakeholders.	
49. Staff, parents and carers are not aware of recommendations on transport to and from school	4			<ul style="list-style-type: none"> <li>Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12).</li> <li>Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures</li> </ul>	Y	<b>Below 9 – green</b> Any unnecessary travel on public transport will be reduced and staff, parents/carers will be encouraged to use alternative methods of transport. Parents and staff aware they need to wear face masks on	<b>Below 9 – green</b>

						<b>public transport that will be removed safely and disposed of appropriately when arriving at school. PPE is available to staff at school.</b>	
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