

Ernesford Grange Primary School

Covid-19: Operational

Risk Assessment

Planned re-opening of Primary Schools

September 2020

Reviews to secure full reopening September 2020



Coventry School Partnership: Covid19 Operational Risk Assessment – Re-opening of Primary Schools

1. Introduction:

Coventry's Partnership of schools agreed a collaborative and consistent approach to secure the safe re-opening of schools across the City as set out in 'Coventry Schools Covid-19 Re-set and Recovery Plan' May 2020. On 2nd July 2020 guidance for the full reopening of schools to all pupils from September 2020 was published: [Guidance for full opening of schools](#)
These changes are fully reflected in this guidance and risk assessment.

This risk assessment focuses on balancing the risk of children returning to school and accessing a full educational experience with the "very low risk from coronavirus (COVID-19)" (source: Government Guidance July 2020)

In preparing and reviewing this guidance the Local Authority has had regard to advice from both the Health and Safety Executive and Government. It has noted that the Government made explicit within the guidance those actions that are statutory, those actions that MUST be undertaken (Public Health Advice) and those that are advisory (for consideration if it is reasonably practicable to do

This risk assessment guidance:

- Sets out the current context and statutory health and safety obligations as at July 2020 to take effect from September 2020.
- Reflects the relevant principles set out in Coventry schools Covid-19 Re-set and Recovery Plan
- Sets the national and local context for conducting a risk assessment to reduce transmission of a disease within school
- Provides an exemplar risk assessment that can be adopted and adapted to any educational setting
- Provides a template to record a risk assessment method statement – setting out safe methods of working (control measures), which all staff should read, understand and sign
- Incorporates hyperlinks to sources of helpful information and resource

What is the risk? Covid19 is an infectious disease recognised internationally as a pandemic, the transmission of which must be controlled. The foreseeable risk in re-opening schools, is the potential transmission of Covid19 between members of the school community and consequently the wider community. This risk assessment therefore focuses on actions that are reasonably practicable to implement, that will reduce the risk of transmission of Covid19 as a consequence of re-opening schools to all pupils and staff, recognising that the virus is in general circulation and the risk is significantly lower than in the Spring/early Summer of 2020

Who is responsible? The employer is responsible for making sure that risks, particularly the risks to staff and pupils, are managed so far as is reasonably practicable. For maintained schools the employer is Coventry City Council, for Academies it is the Academy Trust.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the head teacher and school management team.
Reference: <https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm>

2. Overview of Actions required for safe methods of working:

- Put in place sensible approaches to minimise the risk of Covid19 transmission to staff, pupils and visitors whilst in school.
- Communicate the risks and required safe methods of working to all building users including parent/carer
- Ensure that staff (employees) have the relevant information and training to manage risks on a day to day basis, including access to competent health and safety advice where needed.
- Check that the control measures have been implemented and remain appropriate and effective.
- Ensure that the control measures are monitored throughout the day and reviewed where necessary.

2.1 Key message:

Good health and safety is about keeping things simple, being proportionate and focusing on the real (substantive) risks. Procedures should be clear and concise with assessment of risk being practical. Good leadership is about getting the balance right on managing risk rationally, it is not about trying to eliminate it altogether.

2.2 What leaders need to do:

- Ensure that the school is following the employer's health and safety policy and has effective arrangements for managing the health and safety risks at the school.
- Maintain effective communications with employers, governors, and the school workforce, and give clear information to pupils and visitors, including contractors, regarding any significant risks on site.
- Make sure that the staff have the appropriate training and competencies to deal with risks in their areas of responsibility.
- Consult and work with recognised TU safety representatives/employee representatives and safety committees.
- Consult and engage employees in the development of the risk assessment and ongoing review
- Make sure that staff understand their responsibilities and know how to access support and advice to help them manage risks responsibly.
- Provide visible leadership to the whole school so that staff feel motivated, supported and empowered to focus on the things that really matter.

See: <https://www.hse.gov.uk/services/education/sensible-leadership/leadership-test.pdf>

3. Locally agreed Principles:

Coventry schools Covid-19 re-set and recovery Plan' revised July 2020May 2020

- The safety of everyone in school is paramount
- A consistent and co-ordinated approach and communication will be maintained across the Coventry school system
- Adherence to social distancing will be maintained as far as practicably possible in all classroom and school environments
- Best endeavours will be deployed to minimise the number of contacts staff and pupils have within school and ensure consistency in the groups pupils are placed within and staff teach/support
- School organisational planning will minimise the number of pupils that each staff member has contact with
- Schools will reserve the option of a "staff re-set day" and other opportunities for staff to come on site prior to working with children in September 2020

4. What we know:

The World Health Organisation (WHO) confirms that data from published epidemiology and virologic studies provides evidence that COVID-19 is primarily transmitted directly from symptomatic people (those infected with Covid19 displaying symptoms) to others who are in close contact with the infected person. Respiratory droplets are passed on directly through coughing and sneezing, or indirectly by contact with contaminated objects and surfaces; where the virus may be transferred from the surface to the hand and then the face - eyes, nose or mouth. It is understood that people can be infectious before their illness starts. Therefore, to minimise the risk of transmission, settings must put into place effective infection protection and control. Ensuring appropriate social distancing in school, meticulous hand hygiene practice all serve to reduce risk significantly.

The balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19)

The hierarchy of controls: if properly implemented will substantially reduce the risk of transmission of infection.

These include:

Exclusion:-

- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges. Covid19 tests for symptomatic household member/s must confirm the outcome of the Covid-19 test if taken as soon as the results are known.
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- Clinically vulnerable employees who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the [staying at home and away from others \(social distancing\)](#) guidance should be supported in undertaking a Vulnerable Employee Risk Assessment (VERA) and reasonable adjustments made if necessary, which may include additional protections within the school environment or if possible working from home supporting the delivery of the curriculum for children unable to attend school as a consequence of self-isolation or local lockdown

Hygiene:-

- A stringent cleaning regime should be in place [COVID-19: cleaning in non-healthcare settings](#). At the highest level this could follow the advice set out in: [Covid-19-decontamination-in-non-healthcare-settings](#)
- Frequent cleaning and disinfecting of objects and surfaces that are touched regularly (touch points), should be undertaken using standard cleaning products or antiseptic wipes, both of which kill the virus. This may require settings to enhance cleaning capacity. It should be recognised that cleaners and caretakers provide the frontline in protecting everyone in school, but health and safety is everyone's responsibility so cleaning tasks may be undertaken by any member of staff as appropriate.
- Socialising hygiene routines including regular hand-cleaning regimes - washing hands thoroughly for 20 seconds with running water and soap, drying them thoroughly or using alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Identify specific situations when additional handwashing is required
- Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach with follow up handwashing and cleaning/wiping of any contaminated area followed by safe disposal of waste
- Maximise natural ventilation and access to the external learning environment

Social Distancing:

- Secure social distancing and/or minimise the range of contacts an individual pupil and member of staff have whenever practicably possible, through group designation, footfall management and planned supervised movement throughout the school building
- Regulate entry so that the premises do not become overcrowded at any point ensuring no 'pinch points' are experienced at ingress or egress
- Where it is possible to remain 2 metres apart, continue to use floor markings/signage to mark the distance and facilitate compliance, particularly in corridors, hand cleaning areas, toilets and internal and external communal break areas. Primary age children and those with cognitive functioning that makes social distancing difficult, can socialise with children within their designated group (bubble)
- Ensure the environment (such as classroom layout) and timetables are conducive with social distancing – remove all clutter and non-essential resources. Desks/tables where practicably possible should be forward facing – pupils should void facing each other or sitting side on.
- Minimise social contact by forming fixed groups of staff and children and avoiding movement between or blending of groups whenever possible. This may be a whole class group or if that is not possible e.g. secondary a whole year group. It is accepted that staff may have to deliver to more than one group, which is permissible, but contacts should be minimised and social distancing adhered to when possible.
- Where face-to-face contact is essential, this should be kept to 15 minutes or less whenever possible, contact should be side on side.
- Social distancing is not required in an emergency situation, e.g. medical emergency, fire evacuation etc. PPE should be used in a medical emergency if time permits (a first aid supply of PPE has been provided to all schools to secure an individual emergency situation, for example a sudden illness that may be Covid19 symptomatic of a child or staff member in school)

5. Summary:

These underlying principles are the key focus for organising all aspects of the school day and need to be built into the operational routine. A model Covid19 operational risk assessment was developed for City-wide use, which is pre-populated with generic safe methods of working. It was advised that if adopted, it would need to be adapted to each specific setting. The risk assessment template has been reviewed to reflect the changes in risk and necessary controls from September 2020 when all pupils return to school on a full-time basis. In addition to infection control, the risk assessment template and supporting resources extends to support additional health and safety considerations related to the consequences of Covid19 specifically:

- Securing provision for SEN – from September 2020 the provisions in a child's Education, Health and Care Plan must be delivered. This means that peripatetic support teachers and health therapists will be able to work within schools, by adhering to the schools visitors policy thereby balancing the risk of allowing external visitors into school with the duty of best endeavours to provide (school may adopt the LAs model policy for visiting professionals).
- Health and safety audit of the school building checklist – for use by class teachers (HSE) to ensure that the overall building is safe to use in terms of trips, falls, lighting, electricity hazards etc.
- Staff audit and recovery plans for absence of leadership, teachers, non-teaching staff, cleaners, first-aiders and DSL and response to local lockdown
- Maintaining communications with parents, staff, visitors and the general public
- Supporting the mental health and well-being of everyone in school

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- Developing a recovery curriculum
- Developing a contingency plan to secure flexible support for home schooling, if a need arises as a consequence of group isolation; whole school isolation or local lockdown.

6. Resources and references:

Actions for educational and childcare settings to prepare for wider opening from 1 June 2020 Coronavirus (COVID-19): implementing protective measures in education and childcare settings Coronavirus (COVID-19) Collection: guidance for schools and other educational settings Actions for schools during the coronavirus outbreak Coronavirus (COVID-19): implementing social distancing in education and childcare settings Coronavirus (COVID-19): guidance for educational settings COVID-19: cleaning in non-healthcare settings	Covid-19-decontamination-in-non-healthcare-settings staying at home and away from others (social distancing) Health and safety risk checklist for classrooms E-bug posters Guidance for full opening of schools guidance on the phased return of sport and recreation Sport England coronavirus (COVID-19) symptoms Public Health England health protection team guidance for food businesses on coronavirus (COVID-19) COVID-19: review of disparities in risks and outcomes report
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Model COVID-19: Operational risk assessment for school reopening

Please note: this risk assessment should be undertaken in conjunction with the covering guidance which absorbs statutory requirements and Government guidance available as at 18th May 2020. Control measures have been used to exemplify actions that could be taken to mitigate the risk, which you can use or change. Please add additional Activity (risks) as deemed necessary and delete any activity that does not apply to your school. The table is designed to enable you to re-order risks/priorities as required.

Assessment conducted by:	Tony Woan, Hannah Skelton-Morris, Annette Watson, Ian Taylor	Job title:	SSO, Deputy Heads, Headteacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	10/7/20	Review interval:	Weekly	Date of next review:	8.9.2020

Risk matrix


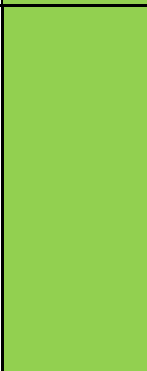
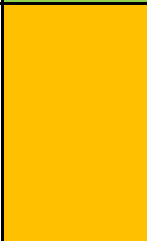
Risk rating		Likelihood of occurrence			
High (H), Medium (M), Low (L)		High (very likely)	Medium (possible)	Low (remote)	
Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)

1. Establishing a gradual and safe approach for pupils and staff to return to school:					
1.1 Establishing if the building is safe following an extended closure					
Health and safety risk assessments have not been reviewed. The health and safety audit hasn't been completed.	L	<ul style="list-style-type: none"> ▪ Health and safety audit conducted by nominated staff and Governor ▪ Classroom audits undertaken using the HSE Health and safety risk checklist for classrooms ▪ Risk assessments are updated or undertaken before the school reopens, mitigation strategies are put into place and communicated to staff with appropriate training covering: <ul style="list-style-type: none"> ▪ Different areas of the school ▪ Procedures for when pupils and staff enter and leave school 	Yes	Health and safety assessments have been conducted by the SSO and HT and relevant risk assessments are in place. The Health and Safety Governor and has received a copy of the completed checklist.	

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		<ul style="list-style-type: none"> ▪ Planned movement around the school during lesson, break and lunch times ▪ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 			
Statutory compliance has not been completed due to the availability of contractors during lockdown	M	<ul style="list-style-type: none"> ▪ All statutory compliance is up to date. ▪ Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	Yes	The water system will be fully maintained during the summer holidays as per mandatory regulations and all other compliance is up to date.	
1.2 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads may children's put safety at risk	L	<ul style="list-style-type: none"> ▪ First Aid certificates have been extended for three months by Gov't ▪ A programme for training additional staff is in place, using on-line training ▪ Consideration has been given to increasing DSL capacity to respond to any increase in safeguarding and welfare concerns arising during the Covid-19 school closure and holiday period. 	Yes	<p>There is a clear plan in place for the number of first aiders and all training is up to date.</p> <p>There is a DSL on site at all times, A DDSL will also be on site.</p>	
2. Securing safe teaching spaces to accommodate all pupils returning to school					
2.1 Organisation of teaching spaces and communal areas					
Classroom sizes will not allow adequate social distancing	L	<ul style="list-style-type: none"> ▪ Class sizes revert to 30 in recognition of Government advice that children are not at significant risk ▪ Timetables and staffing model determined to secure curriculum delivery for class/group size ▪ Classrooms are re-modelled, with chairs and desks in place to allow for social distancing. Any surplus furniture including 'spare' chairs are removed if possible and area de-cluttered ▪ Clear age appropriate signage displayed in classrooms promoting social distancing see: E-bug posters ▪ Ensure class groups and staff stay together consistently and do not mix or blend with other groups 	Yes	<p>Children will be in year group bubbles of 60.</p> <p>Age appropriate signs displayed around school.</p>	
Large spaces that need to be used as classrooms	M	<ul style="list-style-type: none"> ▪ Set group size limit for large spaces (e.g. hall, sports hall, dining hall) that match teaching group size. ▪ Large gatherings of pupils and/or staff are prohibited, compliance is supported by signage, training and monitoring ▪ Design layout and arrangements in place to enable social distancing. 	Yes	Halls will be used on a rota system, year group bubbles will not mix in the halls and learning hubs.	

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<p>Staff rooms and offices do not allow for observation of social distancing guidelines</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. ▪ Staff are discouraged from congregating in communal spaces and are encouraged to eat observing social distance alone or with their designated team ▪ Staff using a communal area do so in their designated groups only and the area is cleaned before being occupied by another group 	<p>yes</p>	<p>An outdoor staffroom has been created with social distancing measures in place. Signage to remind staff how many people can use this area.</p> <p>Signage on door to remind staff of how many people can use the staffroom.</p> <p>Staggered breaktimes and lunchtimes will mean that there are fewer members of staff wanting to use the facilities at the same time. Anti-bacterial wipes and disinfectant sprays are available and staff are encouraged to wipe down surfaces and equipment after use.</p>	
<p>School kitchens may not be able to serve whole school return</p>		<ul style="list-style-type: none"> ▪ Government advice confirms that school kitchens can continue to operate, the kitchen will comply with guidance for food businesses on coronavirus (COVID-19) ▪ School dinners will be sandwiches/packed lunches or deli bags. ▪ Sandwiches and deli bags will be delivered to designated eating areas. ▪ Children will not queue up for dinners in the dining room as before. 		<p>Due to the location of the dining room, dinners will be delivered to all year groups.</p> <p>Reception will eat in the dining room.</p> <p>Year 1 and 2 will eat in the KS1 hall during allocated time slot.</p> <p>KS2 will eat in classrooms.</p> <p>Children will eat outside if possible.</p> <p>Lunch times will be staggered.</p>	
<p>Physical activity in school</p>		<ul style="list-style-type: none"> ▪ Pupils to be kept in consistent groups ▪ Sports equipment to be thoroughly cleaned in between each use by a different group ▪ Avoid contact sports ▪ Where possible outdoor sports will be prioritised and large indoor spaces used when necessary, maximising distancing between pupils and adhering to stringent cleaning and hygiene ▪ External facilities are used in accordance with Government guidance 		<p>Each year group bubble will be allocated their own set of PE equipment.</p> <p>Allocated PE equipment will be labelled but stored centrally.</p> <p>Specialist teaching of PE will continue.</p>	

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		<ul style="list-style-type: none"> ▪ guidance on the phased return of sport and recreation and Sport England Include activities such as active miles and active travel to promote social distancing exercise 		<p>Lessons will take place outside with social distancing from specialist teachers.</p> <p>PE subject leader to attend Zoom meeting and seek guidance from Jim Morris (Development Manager Youth Sports Trust) regarding adapting activities to minimise risk. 13.7.20</p> <p>PE subject leader to liaise with specialist teachers and feedback advice given on how to teach PE with social distancing measures.</p> <p>All lessons will be planned in accordance with suggested guidance.</p>	
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2.2 Availability of staff and class sizes					
<p>The number of staff who are available is insufficient to safely teach classes in school, operate effective home learning schemes and safeguard children not in school</p>	M	<ul style="list-style-type: none"> ▪ The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. ▪ Staff are aware of the current symptom checker for Covid-19, including high temperature, persistent cough and loss of taste and smell and understand that they are not permitted to attend school if they or a household member is symptomatic ▪ All staff are aware of the testing procedure and report their illness or the illness of a household member immediately to enable testing to take place within 3 days of onset. ▪ Flexible and responsive use of teaching assistants and pastoral staff is in place to supervise classes under the direction of a teacher if required, providing this does not displace provision for children with SEND ▪ An appropriate hierarchy of deputisation is in place should a senior leader be unavailable. This might include external leadership capacity. 	yes	<p>Staff are given regular reminders about the process for reporting their health status; how to check for symptoms and how to access testing.</p> <p>Virtual staff meetings are held regularly to ensure that everyone has up to date information.</p>	

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2.3 Testing and managing symptoms					
Testing is not used effectively to help manage staffing levels and support staff wellbeing	M	<ul style="list-style-type: none"> ▪ Guidance on accessing a priority test for symptomatic household members has been brought to the attention of all staff ▪ Staff share the outcome of the test with their employer ▪ The school, staff and parents engage with the Test and Trace processes 	yes	This will be shared with all staff on a regular basis.	
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	L	<ul style="list-style-type: none"> ▪ Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms or have tested positive in the last 7 days and ensure anyone developing these symptoms during the school day is safely sent home and instructed to arrange a Covid-19 test. Any household members within school will be sent home to self-isolate for 14 days or until the test result is known and is negative ▪ Engage with the NHS Test and Trace process ▪ Contain any outbreak by following local public health protection advice contact: Public Health England health protection team ▪ Pupils, parents and staff are aware of what steps to take if they, or any member of their household, display symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply. ▪ Robust collection and monitoring of absence data, including tracking return to school dates, is in place ▪ Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes safe isolation procedures, departure and cleaning. ▪ A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. Public health advice is followed. 	yes	<p>Reminders are sent out to parents to explain what to do if one of the household displays symptoms.</p> <p>A specific area in the school has been designated as the isolation area should a pupil or member of staff display symptoms (area in reception outside HT office).</p>	
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	M	<ul style="list-style-type: none"> ▪ Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. ▪ This guidance has been explained to staff and pupils as part of the induction process and systems are in place to validate understanding ▪ Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners. 	yes	Reminder to be sent to parents before re-opening.	
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	L	<ul style="list-style-type: none"> ▪ Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. ▪ This guidance has been explained to staff and pupils as part of the induction process. 	yes	Reminder to be sent to parents before re-opening.	

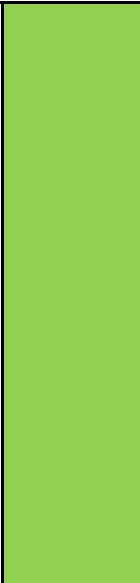
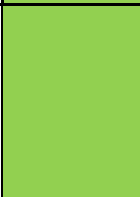
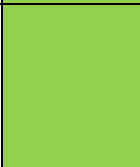
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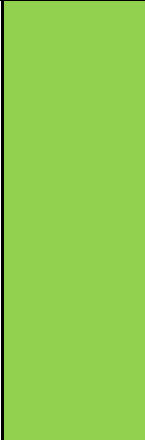
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3 Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene					
3.1 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	M	Induction and CPD programme is delivered to all staff prior to reopening, which includes: <ul style="list-style-type: none"> ▪ Infection control ▪ Fire safety and evacuation procedures ▪ Constructive behaviour management ▪ Safeguarding ▪ Risk management 	yes	This will take place on the teacher day prior to the children returning. Staff training will be carried out in small groups in large rooms where staff can keep socially distant.	
New staff are not aware of policies and procedures prior to starting at the school when it reopens	L	Induction programmes are in place for all new staff – either online or in-school – prior to them starting. The revised staff handbook is issued to all new staff prior to them starting.		There is one new member of staff who is already receiving all of the necessary information, risk management information and supporting documents.	
3.2 Communication strategy					
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	L	<ul style="list-style-type: none"> ▪ Communications strategies for the following groups are in place: <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents ▪ Governors/Trustees ▪ Local authority ▪ Professional associations including Trade Unions ▪ Other partners including peripatetic staff and health professionals 	Yes	A range of communication strategies are used to be as inclusive as possible: email, letters, information on the website, virtual meetings, telephone conversations and text messages. There is a Covid-19 section on the website where all key documents are and will continue to be shared. Any time new documents and guidance are added to this section of the website parents will be notified by text.	

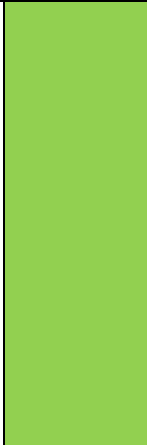


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<p>There is a lack of clarity and understanding in maintaining social distancing and good hygiene</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Clear signage is in place at all school entrances, reception, toilets, washing, teaching, social and communal areas promoting social distancing, good handwashing and ‘catch it bin it’ rules. ▪ Clear floor markings identify 2 metre spaces (may be reduced to 1 metre+) and one-way systems in corridors and thoroughfares to ensure safe distancing when travelling in and around the building or the external environment, including arrival and leaving procedures. ▪ All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day. 	<p>yes</p>	<p>Children will stay in their classes other than to go to the toilet, wash their hands or access outdoor space. They will use external classroom doors only to enter and exit the building.</p> <p>SMT to monitor that parents are adhering to social distancing at drop off and pick up. The SLT and SSO will be stationed on each gate between 0845 and 0915. Teachers will monitor parents along with SLT and the SSO at the end of each school day.</p> <p>All used tissues will be placed in a small bag and placed in a double bagged bin.</p>	
<p>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ As part of the overall communications strategy referenced in parents are kept up to date with information, guidance and the school’s expectations on a weekly basis using a range of communication tools. ▪ A COVID-19 section on the school website is created and updated. ▪ Regular letters, posters, information, guidance and info maps will be shared with parents. 	<p>yes</p>	<p>There is a Covid-19 section on the website where all key documents are and will continue to be shared. Any time new documents and guidance are added to this section of the website parents will be notified by text.</p>	
<p>Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptom of COVID-19</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school’s website. 	<p>yes</p>	<p>As above</p>	

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4 Planning movement around the school					
<p>Movement around the school risks breaching social distancing guidelines</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Circulation plans have been reviewed and revised. ▪ One-way systems are in place where possible – staff room internal door. ▪ Corridors are divided where feasible. ▪ Appropriate signage is in place to clarify circulation routes. ▪ Pinch points and bottle necks are identified and managed accordingly. ▪ Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and utilising any external learning environment that is available ▪ Pupils are regularly briefed regarding observing social distancing guidance. ▪ Appropriate levels of supervision and guidance are in place 	<p>Yes</p>	<p>Children will enter and exit school through external doors only.</p> <p>The layout of the school means that classrooms are in pairs and self-contained. – children will be given minimal access to corridors and communal spaces (only to use the toilet one at a time).</p> <p>The outdoor area will be zoned and staff supervision will ensure social distancing within each zone.</p> <p>Children will stay in their classes other than to go to the toilet, wash their hands or access outdoor space.</p> <p>Staggered start/finish times and staggered break times will support social distancing.</p>	
4.1 Management of social distancing in the reception area					
<p>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ No visitors are allowed on the premises without a pre-arranged appointment ▪ Any visitors are provided with clear guidelines on behaviours whilst on premises – ideally sent electronically in advance of the visit ▪ Non-contact signing in arrangements are in place that do not require writing or electronic entry by the visitor ▪ Social distancing points are clearly set out, using floor markings, continuing outside where necessary. ▪ Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). ▪ Non-essential deliveries and visitors to school are minimised. ▪ Arrangements are in place for segregation of visitors. 	<p>yes</p>	<p>Main reception area to have social distancing markings. Office glass screens to remain closed.</p> <p>If a visit can be arranged out of school hours, it should be. A record of all visitors and their contact numbers are obtained and retained for the purposes of Test and Trace procedures</p> <p>Signs will displayed at the main school entrance asking people to stop at the main doors and not to enter the school building without an appointment.</p>	

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4.2 Management of Aggress and Egress – arrival and departure					
<p>The start and end of the school day create risks of breaching social distancing guidelines</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Parents have clear information on drop-off, pick up procedures whether on foot or driving with clear signage in place ▪ Start and departure times are staggered to reduce pinch points and risk of breach if this is possible without reducing the overall teaching time for pupils ▪ A clear traffic management scheme is in place that allows safe queuing of vehicles monitored on the school gate with a drop-off and go procedure in place ▪ All available safe exits are utilised to leave the school building, with clear safeguarding procedures in place to ensure children are handed over to their parents ▪ Segregation of groups is considered wherever practicable ▪ Floor markings are visible where it is necessary to manage any queuing. 	<p>Yes</p>	<p>School gates open from 8.30- 9.10 to allow a staggered arrival of pupils. All 4 gates to be open to minimise gatherings.</p> <p>New organisation of school day including staggered start and end times and allocated drop off collection points will be published and shared with parents via the school website and text message.</p> <p>SLT and SSO at the beginning of the day. Teachers will assist monitoring the SLT and SSO at the end of the school day.</p>	
<p>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Start and finish times are staggered. ▪ The use of available entrances and exits is maximised. ▪ Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. ▪ Weekly messages to parents stress the need for social distancing at arrival and departure times. 		<p>New organisation of school day including staggered start and end times and allocated drop off collection points will be published and shared with parents via the school website and text message.</p>	
<p>Pupils use public transport and thereby increase risk of infection and transmission</p>		<ul style="list-style-type: none"> ▪ Public transport is defined as transport used by the general public. If children use a public bus to come to school they will have to wear a face covering if they are over the age of 11. ▪ Staff using public transport must ensure that they safely remove their face covering on arrival at school and store it safely and hygienically in a sealed plastic bag or container – staff are advised to carry a spare face covering. ▪ School transport commissioned by the LA (excluding the use of public buses via a bus pass) are not available to the general public and therefore risk is reduced by the controls deployed by the LA and provider risk assessments 		<p>All parents will be contacted to find out if any children use public transport.</p>	

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		<ul style="list-style-type: none"> ▪ Parents and children will be discouraged for using public transport if there is another practical mode of getting to school including, walking, cycling (if safe) or family car. ▪ Personal budgets will be promoted to families entitled to free home to school transport by the LA and the school to minimise risk and secure capacity for families that need dedicated transport the most. 			
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4.3 Consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination as far as is reasonably practicable					
<p>Formulating group sizes to minimise contacts and mixing whilst delivering a broad and balanced curriculum</p>	L	<ul style="list-style-type: none"> ▪ Group pupils together to reduce as far as possible the number of contacts between children and staff, to a size that balances the requirement to deliver a broad and balanced curriculum. The maximum group size is one year group. The ideal group size is one class group. ▪ Maintain as far as possible the consistency of group members. ▪ Avoid contact between groups as far as possible ▪ Staff to maintain distance from pupils and other staff as much as possible ▪ Children should only be placed in larger groups if they are able to observe social distancing otherwise, they must be placed in a class group. ▪ limit interaction, sharing of rooms and social spaces between groups as much as possible. ▪ younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. ▪ where possible children may spend the majority of their time in their class groups, but will be allowed to mix into wider groups for specialist teaching, wraparound care and transport, ▪ All teachers and other staff can operate across different classes and year groups if that is needed to enable a full educational offer. ▪ If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. ▪ Face to face contact will be avoided if possible and the time spent in close contact (within 1 metre of anyone) will be minimised. 	yes	<p>Classrooms will be organised in rows wherever possible.</p> <p>A space on the floor will be marked out using tape. This space will be for the teacher only. Children will not be allowed in this space.</p>	

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		<ul style="list-style-type: none"> ▪ The provision for a child with complex needs who require close contact care can be delivered as normal. 			
<p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</p>		<ul style="list-style-type: none"> ▪ Net capacity assessment is completed, with each classroom and teaching space compliant with social distancing measures and in line with local and government guidance ▪ Where possible all pupil desks are forward facing and the teacher maintains a 2 metre distance at the front of the class. ▪ All furniture not in use has been removed from classrooms and teaching spaces into safe storage ▪ Arrangements are reviewed regularly. 			

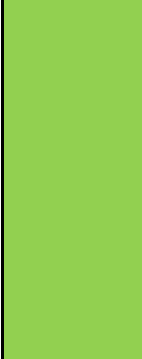
4.4 Management of movement in corridors					
<p>Social distancing guidance is breached when pupils circulate in corridors</p>	M	<ul style="list-style-type: none"> ▪ Circulation plans have been reviewed and amended. ▪ One-way systems are in operation where feasible. ▪ Corridors are divided where feasible. ▪ Circulation routes are clearly marked with appropriate signage. ▪ Any pinch points/bottle necks are identified and managed accordingly. ▪ The movement of pupils around school is minimised as much as possible. ▪ Where possible, pupils and staff stay in classrooms or in designated external areas ▪ Pupils are reminded regularly to observe social distancing guidance whilst circulating, supported by signage ▪ Appropriate supervision levels are in place. 	Yes	<p>Children will stay in their classes other than to go to the toilet, wash their hands or access outdoor space.</p> <p>External doors will continue to be used for entering and exiting classrooms.</p>	

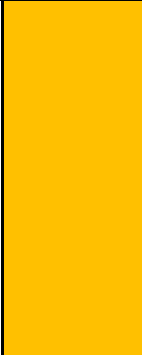
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4.5 Management of social distancing at break times					
Pupils may not observe social distancing at break times	M	<ul style="list-style-type: none"> ▪ Break times are staggered. ▪ External areas are designated for different groups. ▪ Pupils are reminded about social distancing as break times begin. ▪ Social distancing signage is in place around the school and in key areas. ▪ Supervision levels have been enhanced, especially with younger pupils, to support social distancing. 	Yes	Children will be taught and staff will model appropriate physical activities that incorporate social distancing.	

4.6 Management of social distancing at lunch times					
Pupils may not observe social distancing at lunch times	M	<ul style="list-style-type: none"> ▪ Pupils are reminded about social distancing as lunch times begin. ▪ Pupils wash their hands using the 20 second routine, before and after eating. ▪ Dining area layouts have been configured to ensure social distancing (secondary) where practicable. ▪ Floor markings are used to manage queues and enable social distancing. ▪ Additional arrangements are in place, such as staggering lunch times, pupils eating in other appropriate spaces. ▪ Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). ▪ Eating areas are cleaned in-between group usage and after lunch has ended. ▪ Staggered lunchtimes are considered to reduce congestion providing this does not impact on the delivery of teaching time. 	Yes	<p>Children in KS2 will not use the dining areas, they will eat their packed lunch in their classroom.</p> <p>A DRA will be attached to each bubble/class.</p> <p>When outdoors at lunchtime, children will be supervised by their allocated DRA in the zoned areas.</p> <p>Different groups will eat at different times on a rota system to help stagger lunchtime.</p> <p>Due to the location of the dining room, dinners will be delivered to all year groups.</p> <p>Reception will eat in the dining room.</p> <p>Year 1 and 2 will eat in the KS1 hall during allocated time slot.</p> <p>KS2 will eat in classrooms.</p> <p>Children will eat outside if possible.</p> <p>Lunch times will be staggered.</p>	


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4.7 Management of social distancing and hygiene in the toilets					
<p>Queues for toilets and handwashing risk non-compliance with social distancing measures</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Queuing zones for toilets and hand washing have been established and are monitored. These do not have to be segregated for different groups, but should not be used by members of different groups at the same time ▪ Floor markings are in place to enable social distancing. ▪ Pupils know that they can only use the toilet one at a time. ▪ Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. ▪ The toilets are cleaned frequently. ▪ Monitoring ensures a constant supply of soap and paper towels. ▪ Bins are emptied regularly. ▪ Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place 	<p>Yes</p>	<p>Toilets to be cleaned early morning, mid-morning and late afternoon.</p> <p>Children to only use their designated toilet block.</p> <p>Bins to be emptied mid-morning and early evening.</p>	



4.8 Safety arrangements for the use of medical rooms					
<p>The configuration of medical rooms may compromise social distancing measures</p>		<ul style="list-style-type: none"> ▪ Social distancing provisions are in place for medical rooms behind a closed door if possible ▪ Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. ▪ Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. It is advised that household bleach is used after the room is vacated. ▪ Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff. ▪ Any member of staff providing assistance to someone with symptoms and any pupils who have been in close contact with them must wash their hands thoroughly for at least 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. 	<p>Yes</p>	<p>Pupils with suspected Covid19 to be taken to the main reception area which is away from contact of any other pupils.</p> <p>There will be a cleaner on site all day everyday to assist with cleaning all areas of school and to wipe surfaces.</p>	

5. Securing and sustaining robust hygiene systems and procedures

5.1 Cleaning

<p>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. ▪ Working hours for cleaning staff are increased to secure sufficient capacity to undertake an enhanced cleaning regime throughout the day ▪ Sufficient supplies of soap/handwash, paper towels, tissues and cleaning products are procured to ensure constant supplies are available in every teaching and washing space and this reflects increased demand in September when all pupils and staff return 	<p>Yes</p>	<p>There will be a cleaner available on call every day to assist with wiping surfaces, touch points, toilets and communal areas.</p>	
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5.2 Hygiene and handwashing

<p>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are ordered ▪ Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 	<p>Yes</p>	<p>Portable hand sanitising stations are in place in key areas.</p>	
<p>Pupils forget to wash their hands regularly and frequently</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. ▪ Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. ▪ School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. ▪ Pupils and staff are taught how to effectively wash their hands especially before and after eating, going to the toilet, or following direct contact with another person 	<p>Yes</p>	<p>Handwashing is part of the daily class timetable.</p>	

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<p>Equipment and resources</p>		<ul style="list-style-type: none"> ▪ Individual and very frequently used equipment such as pencils and pens should not be shared ▪ Classroom based resources including books and games can be shared within the designated group but must be cleaned regularly ▪ Resources shared between groups such as sports, art and science equipment must be cleaned between group usage or decontaminated by leaving them out of reach for 48 hours (72 hours for plastics) ▪ Outdoor play equipment will be cleaned more frequently ▪ Pupils will be limited to what they can bring into school to: bags, lunch boxes, hats, coats, books, stationary and mobile ‘phones when permitted 		<p>Year group bubbles will have their own set of PE equipment.</p> <p>Children will have their own set of equipment in each class. Each class will have age appropriate storage and systems for everyday equipment and stationery. Some everyday stationery will be labelled if necessary.</p> <p>Everyday equipment will be sanitised regularly.</p> <p>A system for sanitising equipment and library books will be implemented in the first week of the new school year.</p> <p>Equipment in EYFS will be sanitised after each session and children will be supervised when handwashing at regular intervals throughout the day.</p>	
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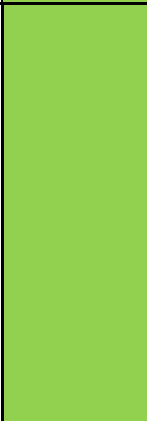
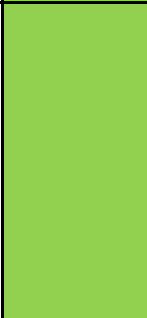
5.3 Personal Protective Equipment (PPE)					
Pupils and teachers can take books and other shared resources homes, but unnecessary sharing should be avoided					
<p>Provision of PPE for staff where required is not in line with government guidelines</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Public Health England advise that face coverings should not be worn in schools and that routine temperature checks should not be taken as they are both intrusive and ineffective ▪ Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. ▪ Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. ▪ Staff are reminded that wearing of gloves is not a substitute for good handwashing. 	<p>Yes</p>	<p>All first aiders to use PPE when administering care.</p> <p>All classrooms to have own supply of basic first aid equipment e.g. plasters/medi wipes</p> <p>Cleaning packs for touchpoints to be placed in each classroom.</p>	

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		<ul style="list-style-type: none"> Face coverings are not ordinarily required in school. Children under the age of 11 are not required to wear face coverings in or out of school including public transport 			
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6. Curriculum organisation					
<p>Children may need to re-socialise and familiarise with new routines</p>	M	<ul style="list-style-type: none"> Consideration should be given on planning what to teach, and how, The priorities for young children currently is resocialisation into new style school routines; speaking and listening and regaining momentum in particular with early reading. 	Yes	<p>Staff have prioritised key skills, emotional well-being and transition in their planning.</p> <p>Materials from CCC recovery curriculum will be shared with all staff.</p> <p>PSHE and SEMH will feature on the daily timetable.</p> <p>1decision online materials will be used to assist the delivery of PSHE and to support emotional well-being. The nurture materials will be shared and explained to all staff.</p> <p>https://www.1decision.co.uk/</p>	
<p>Children may have fallen behind in their learning during the school closure and achievement gaps will have widened</p>	H	<ul style="list-style-type: none"> Gaps in learning are assessed and addressed in teachers’ planning. Home and remote learning is continuing and is calibrated to complement in-school learning and address any gaps identified to minimise inequality Plans for intervention are in place for those pupils who have fallen behind in their learning. 	Yes	<p>There will be a focus on well -being in lessons. See above.</p>	

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<p>Pupils moving on to the next phase in their education do not feel prepared for the transition</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. 	<p>Yes</p>	<p>Relevant staff have liaised with secondary schools regarding year 6 transition.</p> <p>Y6 pupils have taken part in well planned transition activities.</p>	
<p>Resuming full support for pupils with SEND (SEND Support and EHC Plans</p>		<ul style="list-style-type: none"> ▪ All children with SEND will return full-time to school in September 2020 and receive their full entitlement to support ▪ Small children and children with complex needs will continue to be helped to wash their hands properly ▪ Vulnerable children risk assessments will be completed for children with additional needs who are unable to regulate their behaviour e.g. involuntary spitting using the Las vulnerable children risk assessment template ▪ External specialists will resume direct contact in schools for assessment, training, advice and support purposes observing the schools visitors policy and mirroring expectations on staffing behaviours in terms of hygiene and social distancing 			
<p>Risk of infection from singing, chanting, playing wind or brass instruments and shouting</p>		<ul style="list-style-type: none"> ▪ Music lessons will be held outside when practicable, participants will be physically distanced and taught in groups of no more than 15 for wind/brass/singing, positioning children back-to-back or side -by-side (not face to face). ▪ Instruments will not be shared. ▪ Delay music groups/choirs for the first half term/full term to be reviewed at Christmas. 		<p>Music lessons will take place in the music room with specialist teaching but within bubbles.</p> <p>Lessons will take place on Monday. Equipment will be cleaned between lessons. Equipment will not be re-used for 72 hours after each Monday.</p>	

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7. Enhancing mental health support for pupils and staff					
7.1 Mental health concerns – pupils					
Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general		<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. Wellbeing/mental health is discussed regularly in PSHE/ /pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). Resources/websites to support the mental health of pupils are provided. 	Yes	SEMH has been identified as a key focus in teachers' planning.	
7.2 Mental health concerns – staff					
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	M	<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources. 	Yes	<p>Referral to counselling available via Occupational Health if requested.</p> <p>SLT to be available to talk to staff and to check their wellbeing.</p>	
7.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family	L	<ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support. This includes the Council's critical incident team Support is requested from other organisations when necessary. 	Yes	<p>Access to online resources, for example, Winston's Wish.</p> <p>Referral to counselling via Occupational Health.</p> <p>The school SENDCo has sent a range of resources to all members of teaching staff to support children with bereavement.</p> <p>A google survey will be carried out to assess any change to family circumstances with an option to request support.</p>	

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8 Governance and policy					
8.1 The role of Governors					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	L	<ul style="list-style-type: none"> ▪ The governing body continues to meet regularly via online platforms. ▪ The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. ▪ The 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. ▪ Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. ▪ Minutes of governing body meetings are reviewed to ensure that they accurately record governors’ oversight and holding leaders to account for areas of statutory responsibility. 	Yes	Risk assessment shared with governors before school re-opens. Risk assessment shared with CCC senior health and safety advisor for consultation before school re-opens.	
Governors are not fully informed or involved in making key decisions	M	<ul style="list-style-type: none"> ▪ Online meetings are held regularly with governors. ▪ Governing bodies are involved in key decisions on reopening. ▪ Governors are briefed regularly on the latest government guidance and its implications for the school. 	Yes	Risk assessment will be shared with governors. Detailed plan for re-opening (letter) will be shared with all governors.	



8.2 Policy review					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	M	<ul style="list-style-type: none"> ▪ All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. ▪ Behaviour policies recognise that adverse experiences of lockdown and or lack of routine and regular attendance at school may lead to levels of disengagement, anxiety and behavioural responses setting reasonable and proportionate expectations of behaviour and make appropriate provision to support ▪ Staff, pupils, parents and governors have been briefed accordingly. 	Yes	Behaviour policy will be reviewed. An appendix has been created for the school behaviour policy which is specifically related to COVID. It is to be used alongside the existing policy and can be found on the Covid-19 section of the school website.	

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		<ul style="list-style-type: none"> ▪ Governors have approved revisions 		<p>We will explain the changes to the behaviour policy to all children when they return on the first day.</p> <p>First aid policy has been updated with guidance on using PPE.</p> <p>Fire evacuation procedure has been reviewed and we will conduct a fire drill will take place early after opening.</p>	
<p>Covid 19 outbreak in group, whole school or area lockdown will further disrupt learning</p>		<ul style="list-style-type: none"> ▪ A remote education plan is in place that covers continuing education provision at a group, whole school and local area lockdown level. ▪ High quality online and offline resources and teaching videos have been sourced, quality assured and approved – these will be applied consistently across all groups. ▪ Remote education is integrated into the school’s curriculum planning ▪ Printed resources are available for those that cannot access the internet physically or cognitively. ▪ The curriculum is planned to ensure that knowledge and skills are built incrementally and clear explanations of content are delivered by a teacher in school though high quality curriculum resources and/or videos with face to face virtual contact as appropriate – ideally daily. 		<p>Google classroom will continue to be used for homework to ensure children can still access work and are familiar with the process of working through an online platform.</p> <p>Devices will be available to loan from school for identified families.</p>	

<p>9. Other operational issues</p>					
<p>9.1 Review of fire procedures</p>					
<p>Fire procedures are not appropriate to cover new arrangements</p>	<p>M</p>	<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> • Social distancing rules during evacuation and at muster points • Possible need for additional muster point(s) to enable social distancing where possible • Staff and pupils have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately. 	<p>Yes</p>	<p>Fire drill will take place early after re-opening.</p> <p>Children will be evacuated to practise changes in procedure.</p>	

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<p>Fire evacuation drills - unable to apply social distancing effectively</p>	<p>L</p>	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with social distancing measures. 	<p>Yes</p>	<p>Teachers to direct pupils to spaces adhering to 2m distancing.</p>	
<p>Fire marshals absent due to self-isolation</p>	<p>L</p>	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	<p>Yes</p>	<p>SLT to organise fire drills in the absence of SSO.</p>	

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9.3 Contractors working on the school site					
<p>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. These will be organised outside of school hours wherever reasonably possible. ▪ An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. ▪ Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. ▪ Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. ▪ Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. ▪ In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). 		<p>All works will be conducted will be carried out by CCC contractors.</p> <p>Any works carried will be in cordoned, isolated areas of school with individual risk assessments over seen by CCC property office.</p>	

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Risk matrix

Risk rating High (H), Medium (M), Low (L)	Likelihood of occurrence		
	High (very likely)	Medium (possible)	Low (remote)

Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)
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10. Additional site-specific issues and risks

Schools to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them

Children who routinely attend more than one setting (e.g. dual registered, KEYS intervention programme or alternative provision)	H	<ul style="list-style-type: none"> ▪ The school, working with the setting will ensure that all risk are addressed collaboratively to jointly deliver a broad and balanced full-time curriculum. 			
Use of children’s toilets further information could pose risk for cross-contamination.	L	<ul style="list-style-type: none"> ▪ Children will operate a one in and one out system for toilets. ▪ Children will only be allowed to use their allocated toilet block. ▪ Cubicles will have appropriate signage. 	Yes		
Surfaces could be contaminated with Covid-19.	L	<ul style="list-style-type: none"> ▪ The whole school will be fogged with Zoono Z71 surface protectant and microbe shield sanitiser by a professional pest control company. This will take place once a month. ▪ The microbe shield can kill the virus on surfaces for up to 30 days. ▪ Doors (excluding fire doors) will be propped open wherever possible to avoid handles being repeatedly touched. ▪ The school gate will be left open in the morning to avoid using the keypad. ▪ Disinfectant and clean cloths will be available to staff to spray surfaces. ▪ There will be a cleaner available all day every day to assist with cleaning surfaces. 	Yes		

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<p>Use of the dining room could pose a problem for social distancing.</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Due to the location the of the dining room, it will not be used for lunches. ▪ Only cold packed lunches and deli bags will be available. ▪ Lunches will be delivered to bubbles. ▪ Children will eat within their classrooms/bubbles or outside if possible. 	<p>Yes</p>		
<p>Cross contamination in wrap around childcare.</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Children will be grouped appropriately by class/bubbles. ▪ Social distancing measures will be used in-line with school procedures for other bubbles. ▪ Designated seating and play areas for groups of children will be ▪ Use of the KS1 to spread provide adequate space for year group bubbles to operate and socially distance within wrap around childcare. ▪ Numbers will be capped at 30. ▪ Food will be pre-order only and will be delivered to individual children. 	<p>Yes</p>		
<p>Specialist music lessons and peripatetic lessons could risk spread of infection.</p>		<ul style="list-style-type: none"> ▪ Music teachers will enter the school site via the Foxton Rd gate and enter the building using the main entrance. ▪ They will sign in at Reception and contact details will be given. ▪ Hand sanitiser should be applied. ▪ All music teachers will use the same Music Room and entrance will be through the KS2 Hall. ▪ Music teachers can access the staff room area to make a drink but should bring their own travel mug where possible. ▪ Toilets can be used and can be found within this area. ▪ Peripatetic lessons will take place in the music room and will have no more than 4 pupils. They must have their own instrument which can be hired from Coventry Music or purchased independently. Instruments cannot be shared with the exception of drum lessons. In this case children will be taught separately and the drum kit cleaned in between each lesson. ▪ Each child will wash their hands upon entering the Music Room and at the end of their lesson. ▪ Social distancing will be maintained throughout the lesson and the classroom door will be left open where possible. ▪ The peripatetic teacher will collect the next group of children if necessary, but school staff will have copies of timetables and will be made aware of these to minimise the movement of the peripatetic teacher around school. Pupils will not be allowed to collect the next group of children for their lesson. 	<p>Yes</p>		

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		<ul style="list-style-type: none"> ▪ Whole class music lessons will be led by the music specialist in the music room. Pupils will sit at tables and movement around the room will be kept to a minimum. ▪ Singing will not be possible unless groups are under 15 pupils. ▪ Any instruments used cannot be shared between pupils and must be quarantined for 72 hours after use. ▪ Other equipment such as whiteboard pens, rubbers and pencils must not be shared and then must also be quarantined for 72 hours. ▪ Regular cleaning of touch points will take place during the day by a cleaner. 			
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