

# COVID-19: Operational Risk Assessment for full School Reopening in Sept 2020 and March 2021

SCHOOL NAME: Beis Yaakov Primary School

Member of Staff and Job Title:	Date of Assessment:	Date of Review:		Covered by this assessment:
E Bialoglowski – HT. R' Silverman – SBM, Health & Safety.	9 July 2020	15 <sup>th</sup> July 2020, 14 <sup>th</sup> September 2020 7 <sup>th</sup> December 2020 21 <sup>st</sup> December 2020 3 <sup>rd</sup> January 2021	13 <sup>th</sup> January 2021 24 February 2021 1 <sup>st</sup> March 2021	Staff, pupils, parents, visitors, volunteers, contractors

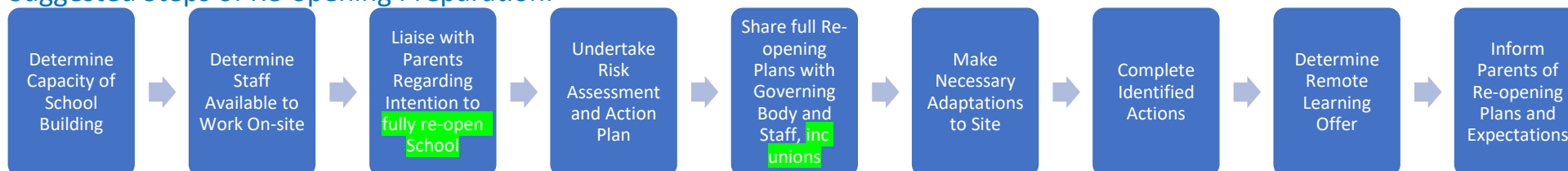
## Purpose of this document:

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) 2012 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	16 or more - red
4. Major – e.g. likely to result in school closure	4. Likely	12 to 15 - amber
3. Moderate – e.g. likely to result in one or more classes having to close	3. Possible	9 to 11 – amber
2. Minor	2. Unlikely	Below 9 – green
1. Negligible	1. Negligible	Below 9 – green

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed
1. Risk that there are Insufficient staff to support all the pupils to be in school	3	3	9	<ul style="list-style-type: none"> <li>Audit staff availability</li> </ul>	Y	<p>All staff required to notify HT/ Menahel or deputies as to their availability.</p> <p>All staff to complete and update their staff survey form if there is any change. Staff to notify HT/ Menahel or DHT if there is a change.</p>
				<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	Information gathered from staff responses have been analysed. Where appropriate staff will be sent individual risk assessments. Where appropriate individual return to work / risk assessment meetings have been and are being held.
				<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	Assess which pupils are not able to attend school and arrange for remote learning. Work pack to be sent home.
				<ul style="list-style-type: none"> <li>Ensure flexible and responsive use of teaching assistants</li> </ul>	Y	TA to be with teacher. Will cover if teacher is absent. Will enable teacher to take a break as necessary.
				<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</li> </ul>	Y	Information gathered from staff responses will be analysed. SEND children's needs will then be assessed to ensure sufficient support.

				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		
				<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	Testing for staff who are symptomatic. Prior to returning to school from a period of being symptomatic, staff members will need to be tested and relay results to the school before returning.
				<ul style="list-style-type: none"> <li>January 2021: Staff numbers working in school will be limited according to the number of keyworker and vulnerable children requests to attend school.</li> </ul>	Y	Parents have been asked to fill in a key worker form and staff numbers required in school will be assessed accordingly. Staff have been advised that they can work from home during their non contact time. This reduces number of staff in the building.
				<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	Information gathered from staff responses will be analysed. Staff unable to return to school to deliver the distance learning provision for classes or children not in school. Staff in the CEV category working from home to be appropriately redeployed eg with remote teaching, catch up programmes, supporting shielding pupils.
2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning.	3	3	9	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> </ul>	Y	Staff need to update the staff survey regularly and contact HT / Menahel. CEV staff are not coming in to school until at least 18 <sup>th</sup> Jan 2021.
				<ul style="list-style-type: none"> <li>Full use is made of all qualified teachers.</li> </ul>	Y	Qualified Staff will be redeployed where necessary.
				<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	Deploy SENDCO/ TA/ support staff / interventionists who normally work in classes / SEN department to supervise classes / breaks or groups of pupils.
				<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	NHS Testing for staff who are symptomatic. The school has a small number of postal tests for staff who have been unable to get a test appointment at a walk in or drive in centre.
				<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</li> </ul>	Y	The aim, following the guidance, is for all pupils to be in school unless they are following medical advice to stay home, or are symptomatic, unwell or isolating due to a member of their family being symptomatic.

				learning and attendance at school is utilised until staffing levels improve.		Jan 2021- we are now only open for Key Worker and Vulnerable children provision. The SLT will be using a system to prioritising which children this provision will be offered too. Many of our parents fit in to this category and we need to keep the numbers low to prevent the spread of the virus and to protect pupils and staff.
				<ul style="list-style-type: none"> <li>Where possible, ensure pupils with SEND are prioritised to be in school, -.</li> </ul>	Y	SENDCO to watch the attendance of the SEN pupils and work with the parents to encourage, support and advise them about the children's return to school. Jan 2021 – Children on our SEND register who are also vulnerable are one of the categories in consideration for a place in our Key Worker provision.
				<ul style="list-style-type: none"> <li>Jan 2021 - Reduce the number of children in the building at any one time.</li> </ul>	Y	If there are too many vulnerable or key worker children, we will offer children either a morning or an afternoon session but not the whole day. This reduces the number of children in the building at any one time.
				<ul style="list-style-type: none"> <li>For pupils with SEN, consider the use of an individual Re-integration Plan.</li> </ul>	Y	Plan to be carried out where necessary by SENDCO in consultation with class teachers and parents,
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	3	3	9	<ul style="list-style-type: none"> <li>Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.</li> </ul>	Y	This will be assessed in response to staff survey. If necessary, long-term supply cover will be sought.
				<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	Instructions will be sent before visit via email. Visitors' guide has been updated. Secretary will remind visitors of instructions when they arrive in school. All visitors to use special hand sanitisers when entering the building.
				<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	Risk assessments will be carried out for all visiting teachers before they are allowed in the classroom.
				<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	This will be in discussion with the trainees to ensure the schools' safety guidelines are kept and the trainee can meeting their training requirements.

4. Risk of infection of extremely clinically vulnerable members of the household of a member of staff.	3	3	9	<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	Risk assessments will be carried out with staff members who share a house with people who are extremely clinically vulnerable – July 2020.
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	2	2	4	<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>	Y	We have several staff trained in first aid. The DSL has two trained deputies and 2 others with Level 3 safeguarding training. SENDCO role can be taken over by HT or DHT should this be needed.
				<ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>	N	Currently not needed. Remote support would be taken up if needed.
				<ul style="list-style-type: none"> <li>Ensure First Aid certificates are up to date (previously extended for 3 months)</li> </ul>	Y	List of first aiders has been checked and appropriate courses booked to ensure First Aid certificates are up to date
				<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	PPE has been bought and is in use by first aiders when a child displays covid symptoms. Office first aiders have been trained in how to administer first aid to children displaying COVID 19 symptoms
				<ul style="list-style-type: none"> <li>Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	Y	Updated Safeguarding training took place during the inset day in Sep 2020.
6. Risks to health and safety because staff are not trained in new procedures.	3	2	6	<ul style="list-style-type: none"> <li>A revised staff handbook is issued to all staff prior to reopening.</li> </ul>	Y	Staff handbook is available on shared area for staff to access.
				<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	Plans regarding reopening have been regularly shared and discussed at staff meetings. All staff informed of health and safety procedures during inset days at the beginning of term.  Inset day on 4 <sup>th</sup> Jan 2021 has been amended so that staff can be trained in the new procedures for the school closure. Whole staff meeting has been booked for 10.00.am.
7. Risk that staff who are extremely critically vulnerable are not identified and so	4	2	8	<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</li> </ul>	Y	Individual risk assessments will be sent to staff who are extremely critically vulnerable and appropriate measures will be put in place to safeguard them. A variety of PPE has already been purchased.

measures have not been put in place to protect them.				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.		DHT has engaged with many staff (clinically vulnerable and extremely vulnerable) regarding their situation and individual risk assessment. Jan 2021 – CEV staff have shared with us the letter they received from the NHS and are not working in school. They are working from home until at least 18 <sup>th</sup> Jan. New guidance for CEV staff is now until 21 <sup>st</sup> Feb.
				<ul style="list-style-type: none"><li>All members of staff with underlying health issues have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated</li></ul>	Y	Staff google form has been created where staff had to fill in this information. May 2020
				<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	Staff have been asked to seek advice from their GP / consultant.
				<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	Yes. Clear info and list provided to staff.
				<ul style="list-style-type: none"><li>January 2021 - Follow Government guidelines and instruct staff who are extremely critically vulnerable to work from home until at least 18 January 2021</li></ul>	Y	Relevant staff have been informed and are now working from home.
				<ul style="list-style-type: none"><li>Current government guidance is being applied.</li></ul>	Y	HT and SLT follow updated advice daily.
B. Teaching Spaces, the Learning and School Environment						
8. Risk of transmission within the school building (this includes	4	2	12	<ul style="list-style-type: none"><li>Audit accommodation and the full range of curriculum needs in order to establish if class groups (30 children) are a feasible bubble size or if year group</li></ul>	Y	The school building and playgrounds have been audited to ensure feasible class/year group bubbles. Arrival and depart times will be staggered 8.40/8.50 and 3.45/4.00 split alphabetically.

breakfast club and after school activities)				<p>sized bubbles will need to be implemented.</p>		<p>Year groups will be in a year group bubble in order to facilitate the full delivery of the curriculum. Children from different classes will only mix if and where it is necessary for curriculum or timetabling needs.</p> <p>No breakfast and afterschool club in operation at present.</p> <p>Jan 2021 – much lower numbers of children and staff in the building at any time. KW and vulnerable children from a year group (eg Chessed and Ahavoh) will be grouped together for this provision.</p>
				<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	<p>SENCO will assess needs of SEN pupils.</p> <p>Jan 2021 – the SEND department have advised which pupils are vulnerable and should be offered a place in the KW provision.</p>
				<ul style="list-style-type: none"> <li>Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children.</li> </ul>	Y	<p>Classroom furniture will be repositioned where possible to allow for 2 adults in the classroom ideally 2 meters apart. All classes have been measured so we can take number of pupils and room size in to account when organising the room allocation for Sep.</p> <p>Jan 2021 – staff will be reminded at the inset day to make use of all available space in the classroom so that ideally 2 metres or 1m + distance can be kept.</p> <p>Staff working with the youngest children in the school (eg Early Years) will be reminded to keep distance where possible, but this may not be possible at all times with this age group. Spare desks in the classrooms should be used to spread out the girls.</p>
				<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	<p>Where possible, desks will be arranged so that they are front facing.</p> <p>Younger classes may have their desks not in a front facing format.</p>
				<ul style="list-style-type: none"> <li>Protocols around reduction of contacts and maximising distance shared with pupils. These should be carefully</li> </ul>	Y	<p>Staff will be briefed on how to communicate the importance of reducing contact between children</p>



				demonstrated for pupils with SEN, checking that the pupil has understood reduction of contacts and maximising distance. Where a pupil does not understand maximising distance or for those who need close contact care, education and care support should be provided as normal.		particularly with the older classes who are more able to understand the concept of distance.
				<ul style="list-style-type: none"> <li>Clear signage displayed in classrooms promoting reduction of contacts and maximising distance. Clear screens to be made available in each classroom for the teacher to teach behind as well as desktop screen for one-to-one tutoring.</li> </ul>	Y	Signs are already up in the school promoting a reduction of contact and maximising distance. Screens have been purchased and are situated in each classroom.
				<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>	Y	Classes will stay in their class or year group bubble and not mix with other bubbles e.g. during break and lunch times. There will also be staggered drop off and pick up times. Classes have separate demarcated lines in playground to ensure separation of bubbles.  Jan 2021 – year groups will be further split in to Chessed, Ahavoh and Emess to limit the chance of the virus spreading and number of individuals who may need to self isolate.
				<ul style="list-style-type: none"> <li>Jan 2021 Staff are afraid of coming to school during the second school closure.</li> </ul>		Jan 2021 – CEV staff are working from home according to the date on their shielding letter. Staff have been asked if they would like to staff the Key Worker provision. Those who are vulnerable or felt vulnerable can choose to remain at home and not staff the provision.
				<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>		Adults advised to avoid close face to face contact. Adults advised to remain at a greater height to the children and not to bend down to work at a child's height. Face visors have been distributed to staff who work in close proximity to children.
	3	1	3	<ul style="list-style-type: none"> <li>For breakfast and after school clubs schools should carefully consider how they can make such provision work</li> </ul>		No breakfast and after school clubs operating.



				<p>alongside their wider protective measures, including keeping children within their year groups or bubbles where possible.</p> <ul style="list-style-type: none"> <li>• If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups</li> <li>• Schools should consult the guidance produced for summer holiday childcare, available at <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a> as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.</li> <li>• As with physical activity during the school day, contact sports should not take place.</li> </ul>	Y	No contact sports will take place in school. PE lessons will avoid contact sports.
9. Risk of transmission in large spaces used as classrooms/teaching spaces	3	2	6	<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> <li>•</li> </ul>	Y	Lunches are currently planned to take place in classrooms. Virtual assemblies will also be broadcast in classrooms, thus limiting the amount of people in the hall at any one time to one bubble.
				<ul style="list-style-type: none"> <li>• Large gatherings of more than one bubble should be avoided</li> </ul>	Y	Bubbles of more than one year group must not gather together. On arrival in the outdoor playground, children are to go immediately to their class line. In corridors, children will be instructed to keep on the right hand side. No assemblies for more than one year group at a time in the hall. Assembly outside for

						two year groups with large area and division in between.
				<ul style="list-style-type: none"> <li>Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart.</li> </ul>	Y	<p>Staggered entry and home-times and staggered break times in different locations will ensure bubbles are kept apart.</p> <p>Morning drop off times: 8.40, 8.50 and 9.00. 9.00 for Nursery only.</p> <p>Break-time locations have been split for each year group utilising the hall, rear playground and top playground.</p> <p>Afternoon pick up times: 3..20 for nursery only. 3.45 and 4.00.</p> <p>One way system for parents to pick up their children.</p> <p>Jan 2021 – drop off for KW and VC provision at 8.50. Pick up at 3.30. Nursery 9.00 – 1.00.</p> <p>Some children are dropped off later and picked up earlier according to the times parents require the provision. This ensures that children are on site only for the times required and not longer. It also further staggers the start and end times.</p>
10. Risks of transmission during use of the outdoor learning environment for young children	3	2	6	<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	SLT are aware of this.
				<ul style="list-style-type: none"> <li>Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>	Y	Staff have been advised about the necessity for the children and staff to regularly wash hands. Additional hand sanitisers have been bought and displayed on every floor. Bins with lids have been bought.
				<ul style="list-style-type: none"> <li>Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>	Y	Water fountains will be cordoned off. Children will be advised to bring their own water bottle.
				<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	Only large equipment used for 1 bubble will be allowed to be accessed. All other equipment will be cordoned off. Nursery bubble can use the adventure playground and reception bubble can use their outdoor equipment.
				<ul style="list-style-type: none"> <li>Consider filtering out hard to clean small apparatus and keeping easier to</li> </ul>	Y	Equipment to be used will be based on the ability to clean it. Staff have been advised of the necessity to

				clean options such as plastic balls rather than felt or foam		clean small educational resource equipment between use – eg maths resources and devices.
				<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 unless the games are sanitised after each usage</li> </ul>	Y	<p>Time in the day will be allocated for chn to have physical activity where their heart rate can be raised.</p> <p>Headphones used for silent dancing on Chanukah will be sanitised after each time they are used.</p> <p>Children decorating doughnuts on Chanukah should ensure that they wash their hands before and afterwards and the activity will take place in their own classroom.</p>
				<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>	Y	The main and rooftop playgrounds and main hall will be designated for different year groups/classes and switched on a rotational basis. Each year group is a bubble.
				<ul style="list-style-type: none"> <li>Where outside space must be shared arrangements for cleaning between bubbles are in place</li> </ul>	Y	<p>Outside spaces will not contain equipment shared by different bubbles.</p> <p>Where equipment is shared (eg PE equipment) it must be sanitised between use of different bubbles. PE coach has been given specific guidance with regards to cleaning of equipment between use.</p>
				<ul style="list-style-type: none"> <li>Resources are limited to facilitate effective cleaning daily</li> </ul>	Y	Daily cleaning system in place.
				<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> <li></li> </ul>	Y	Staff working with the children will wipe down these resources between uses. Staff will educate pupils to clean the resources themselves and will facilitate that the children clean resource they use (as age appropriate). Older children are able to clean maths resources themselves and will be supervised by teacher / TA.
				<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</li> </ul>	Y	All unnecessary areas will be covered or cordoned off.

				replaced when each child has finished using them		
11. Risk of staff having to move between groups	3	3	9	<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>	Y	<p>Staff to move between bubbles for educational or operational purposes. Teachers to support in another year group while their class has Kodesh. Staff have been and will be advised to maximise distance from children and adults where possible particularly when entering a bubble that is not their main bubble.</p> <p>SLT moving between bubbles to ensure safety and quality teaching and learning know to maintain a distance from pupils and adults.</p> <p>Jan 2021- every effort is made that staff teaching in one bubble do not also teach in a second bubble. This may not always be possible.</p>
12. Risks of transmission due to movement around the school.	4	3	12	<ul style="list-style-type: none"> <li>Arrange for corridors to be one-way where possible</li> </ul>	N	Children will walk on the right hand side.
				<ul style="list-style-type: none"> <li>Clear signage and markers for the youngest children</li> </ul>	Y	Signs will be displayed suitable for young children.
				<ul style="list-style-type: none"> <li>Corridors are divided where feasible</li> </ul>	Y	Corridors are too narrow to be divided. Children and staff to all walk on the right.
				<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	<p>Start, finish and break times have been staggered to minimise the movement of groups within the school. Teachers and assistants to lead pupils to breaks and from breaks and likewise collection in the morning and bringing the children to the playground in the afternoon.</p>
				<ul style="list-style-type: none"> <li>Movement of pupils and staff around the school is minimised</li> </ul>	Y	<p>Teachers and TAs have classes allocated to them and teachers will be allocated a class / pupils to support in during kodesh time. Apart from this enabling pupils to be supported with catch up, this reduces the amount of movement around the school. Pupils to move around school for educational reasons.</p> <p>Jan 2021 – half day sessions for the majority of KW and vulnerable children minimises the movement of pupils and staff around the school. Staff are advised to work from home during their non contact time. A minority of school who are unable to work from home</p>

						or for mental health reasons will be working from home during their non contact time.
				<ul style="list-style-type: none"> <li>Pupils are reminded regularly of protocols for reduction of contacts and maximising distance</li> </ul>	Y	Staff will regularly convey this to pupils and signs have been displayed throughout the school.
				<ul style="list-style-type: none"> <li>Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance</li> </ul>	Y	Staff rota timetables will be put in place to reduce contacts and maximise distancing. Teachers and assistants to supervise their own class on break outdoors (or inside if raining) – this reduces the amount of contact. Staff advised to maximise distance both indoors and outdoors.
13. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	2	8	<ul style="list-style-type: none"> <li>Start and departure times are staggered where possible</li> </ul>	Y	This has been put in place – start 8.40/8.50 and end 3.45/4.00. Nursery times: 9.00 and 3.20
				<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	Teachers to stay with pupils outdoors until they are collected.
				<ul style="list-style-type: none"> <li>Stagger time for SEN Transport drop offs and pick ups</li> </ul>	NA	NA
				<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	All exits / entrances will be used to minimise number of children entering / exiting from any one place simultaneously. Entrance exit used is that nearest to each class's room.
				<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	Hand sanitising stations are situated at all entrances and children will be required to use these as they enter the building. Washing will also take place in the classroom. Teachers to collect pupils from playground and ensure all hands are sanitised before they go in to the classroom.
				<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.</li> </ul>	Y	Parents not routinely allowed into the school building. Pick up will be from the rear playground and social distancing requirements will be sign-posted. Nursery parents pick up from Reception playground. A minority of parents will be allowed to enter the building for essential reasons. Y6 parents evening for transition to Secondary school will take place on zoom. Parents evening to take place on zoom.

				<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>		<p>Staggered start and end times for nursery have been arranged for the first few weeks to facilitate settling in. Parents can enter the foyer of nursery if absolutely necessary and must not enter the classrooms.</p> <p>Children new to the school from other year groups: parents will be encouraged to leave the pupil with her teacher / TA in the playground.</p>
				<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	<p>Drop off in the morning at the front. Parents to drive through. Ensures there are no parents congregating. Children walk straight to their line.</p> <p>Pick up from playground. One parent per family only. Children wait in their bubble line for parent to pick up.</p> <p>Chain in the playground at the end of the day, to separate staff and parents</p>
				<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>	Y	Gates will be open for longer in the morning and from earlier in the afternoon.
				<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	<p>Teachers will be briefed as to which entrance / exit to use for their class. Clear signage will be displayed.</p> <p>Guard will advise parents which entrance to use to enter the playground at the end of the day.</p>
				<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	<p>The local council has marked the entrances to the school with 2 meter social distancing signs.</p> <p>Areas for each year group bubble to wait for their teacher in the morning and for their parent / carer in the afternoon.</p>
				<ul style="list-style-type: none"> <li>Floor markings visible to all to avoid queuing</li> </ul>	Y	<p>Yellow lines created - one for each class.</p> <p>Wall signage.</p>
				<ul style="list-style-type: none"> <li>Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>	Y	<p>None of the children live in the postcode of the school. Majority of children arrive by car. Parents advised that it is preferable not to do a rota.</p>
				<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	<p>A minority of pupils ride to school with a parent for a few days in the year. Arrangements are made for storage or scooters or cycling equipment.</p>
				<ul style="list-style-type: none"> <li>Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space</li> </ul>	N	<p>This is not possible as the school is on a main road.</p>

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	1	3	<ul style="list-style-type: none"> <li>Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>	NA	The local authority has not changed the road layout outside the school.
				<ul style="list-style-type: none"> <li>For those that have to drive, advice on places they should and should not pick up, drop off and park.</li> </ul>	Y	This has regularly been communicated to parents via the school newsletter and is no different now.
				<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	Drop off in the front on school premises. Drive through and drop off. Staff to supervise.
				<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>	NA	Drive through system for the morning. Staff and rota of 2 parents supervise. Drive through is not possible in the afternoon.
				<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	The Council has already done this.
				<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	Site manager / H&S officer to liaise.
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	3	9	<ul style="list-style-type: none"> <li>Break and lunch times are staggered</li> </ul>	Y	This has been put in place. Y1 – Y3 and Y4-Y6 have 3 breaks a day staggered. Y1-Y3 are on same timetable. And Y4-Y6 are on the same timetable for breaks. Reception and Nursery have their own outdoor area of breaks.
				<ul style="list-style-type: none"> <li>External areas are designated for different groups</li> </ul>	Y	Nursery and reception have external areas designed for them. The main and rooftop playgrounds and main hall will be used on a rota basis – each time by a different year group bubble.
				<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	Teachers to reinforce and signs to be displayed.



				<ul style="list-style-type: none"> <li>January 2020/21: Children in school will maintain a separation of bubbles at breaktimes with different locations allocated at different times to different year groups.</li> </ul>	Y	Use of the main playground, top playground and hall will remain for breaktimes, as per the autumn 2020 timetable. Reception and nursery have their own outdoor areas.
				<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	Will be monitored to ensure supervision and support is adequate.
16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	3	3	9	<ul style="list-style-type: none"> <li>Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime</li> </ul>	Y	Pupils eating sandwich lunch in the classroom. No hot lunches being offered in Autumn term. Hot lunches to be trialled in the classrooms twice a week in spring term. Hall will not be used for eating lunch.
				<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	This is part of our regular routine.
				<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	The children will be eating in classroom. Teachers from Y1 – Y6 have been advised to change layout of classroom so desks are front facing where possible. In certain circumstances tables will not be front facing – where this enables certain children to access the curriculum and learn. March 2021 - KS1 classes should revert back to front facing desks for the two weeks before Pesach. With such a layout the children will be sitting side by side. KS1 children can occasionally sit in 'tables' for selected activities for short periods of the day.
				<ul style="list-style-type: none"> <li>Floor markings are clear to avoid queues</li> </ul>	Y	Children eating in classroom so no floor markings needed in the hall.
				<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	All lunches are now eaten in the classroom rather than in the hall. Barnet kosher kitchens now making a sandwich lunch or individually portioned hot lunch, which is delivered to the classrooms.

				<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	Parents advised. Teachers to oversee.
				<ul style="list-style-type: none"> <li>January 20201: Children of Key Workers and vulnerable children who will be attending school will be required to maintain distance as far as is reasonably possible for the age group, so as to limit the contact between pupils and staff.</li> </ul>	Y	Teachers will be given these instructions. Less pupils in each classroom during the KW provision. Teachers will be advised, where possible to use the space available and use available desks across the classroom.
				<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>	Y	Pupil routine to clean their own personal desk before and after eating. Wet wipes have been given to each class
17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4	3	12	<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	1 person at sink area only. Social distancing must be maintained in staff rooms. Room must be ventilated. Only 5 chairs available to sit on. Computers have been moved to allow for spacing of 2m between computer stations and an extra staff workroom has been created with additional computers also spaced out.
				<ul style="list-style-type: none"> <li>January 2021: Staff rooms and staff resource rooms will have notices stating that only one member of staff is allowed in those rooms at a time e.g. to have some refreshments or to do photocopying.</li> </ul>	Y	Staff have been informed of this restriction via email. Notices will be put up on first day of term. Staff have been asked to work from home during their non contact time. Senior leaders will be in the building working in their offices. A minority of teaching staff will be in school during their non contact time, if they are unable to work from home or for their mental health and wellbeing.
				<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>	Y	At staff meeting.
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	2	6	<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance provisions are in place for medical rooms</li> </ul>	Y	Suitable room has been designated for the times when a medical room is needed. Cleaner has been advised how to clean this area after use.
				<ul style="list-style-type: none"> <li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> </ul>	Y	Medical room set up for isolation if child displays symptoms and needs to go home.
				<ul style="list-style-type: none"> <li>PPE available if staff dealing with pupil with symptoms</li> </ul>	Y	PPE ordered and arrived. Additional non-contact thermometers have been purchased.

				<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	Cleaner trained in how to do this.
19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	3	9	<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	Letter will go out to parents.
				<ul style="list-style-type: none"> <li>The maximising distance signs are clearly in place</li> </ul>	Y	Signs are clearly in place on the walls. Posts and taped areas are in place in the playground.
				<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	Signs are clearly in place. Receptionist keeps her reception 'window' only partially open now.
				<ul style="list-style-type: none"> <li>Non-essential visitors to school and deliveries are minimised</li> </ul>	Y	Only essential visitors to be on site.
				<ul style="list-style-type: none"> <li>January 2021: Staff will be instructed to only work in their classrooms and not congregate in staff working areas and staff rooms.</li> </ul>	Y	<p>Staff have been instructed accordingly via email. Will be reminded in Jan inset.</p> <p>March 2021 - staff have been advised that visitors do not protect as well as face covering, and when they are in a communal place where there is no social distancing, they should rather wear a face covering.</p> <p>March 2021 - face coverings should be worn in communal places where it is difficult to be socially distant. When one can be socially distant face coverings do not need to be worn. Children should not be asked to wear face coverings. Face coverings do not need to be worn by adults in their classroom bubble.</p>
				<ul style="list-style-type: none"> <li>Arrangements are in place for visitors to stay apart</li> </ul>	Y	Signage will advise visitors of this.
20. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain,	3	3	9	<ul style="list-style-type: none"> <li>Ensure frequent hand cleaning and good respiratory hygiene practices</li> </ul>	Y	Staff advised of these arrangements. Staff to reinforce and facilitate frequent hand washing. All staff and pupils to use special 24-hour hand sanitisers when entering the building. Staff are reminded of good respiratory hygiene practices. Staff to remind the pupils of this.
				<ul style="list-style-type: none"> <li>Regular cleaning</li> </ul>	Y	Extra cleaning in place including monthly bio-misting

leading to a risk of transmission.				<ul style="list-style-type: none"> <li>Minimise contact and mixing (see above)</li> </ul>	Y	Minimising contact between bubbles.
				<ul style="list-style-type: none"> <li>See sections above re start and end of day arrangements, playtimes and break times</li> </ul>	Y	Staggered times where necessary.
				<ul style="list-style-type: none"> <li>January 2021: Staff numbers will be limited according to the number of key worker and vulnerable children.</li> <li>March 2021 - from 8th March until Pesach staff should work from home during their non contact time. This is to reduce the amount of adults in the building. They should be available to come to school at short notice in case cover is needed. Some staff may want to work in the building for their emotional well-being and can find a staff working area where they can work during their non contact time. Duty rota to be set up for cover in case of absent teachers.</li> </ul>	Y	<p>Parents have received an on-line questionnaire to determine who are the key worker and vulnerable children. Staff from each year group will supervise the KW and VC from their year group bubble. Kodesh staff will supervise during their teaching hours and likewise with chol staff.</p> <p>Majority of pupils will remain at home and have lessons on zoom and will have workpacks.</p> <p>Staff have been advised that they can work from home during their non contact time. This will help reduce the possibility of contact between staff and between pupils and staff.</p>
				<ul style="list-style-type: none"> <li>January 2021: Only admin staff that are necessary for the running of the school should attend in person.</li> <li>March 2021 - from 8th March until Pesach, staff should do their planning preferably at home on zoom.</li> </ul>	Y	<p>Finance staff have been instructed to work from home.</p> <p>Admin staff are first aid trained and need to be on the premises.</p>
				<ul style="list-style-type: none"> <li>Children to remain in their classrooms for lessons to stop the spread of any transmission. Outdoor learning encouraged where possible.</li> </ul>	Y	Children generally taught in the same classroom for the duration of the day, except for computing, library and PE. Limited movement of pupils between classrooms. Pupils receiving catch up teaching will go to another classroom or be in the corridor outside their classroom. Higher ability / lower ability streams will be in a different classroom.
21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4	3	12	<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	<p>Parents will be required to notify the school immediately if child is unwell.</p> <p>Staff and pupils to be tested if symptomatic. Must be tested within 3 days of symptoms.</p>

						Testing kits will be given to staff or pupils if they are unable to get a NHS test in a timely manner. March 2021 - the school has lateral flow tests for all staff working on site, who want to be tested. Tests to be taken twice a week, on Sunday late afternoon, and Wednesday. Staff should speak to SL to arrange the lateral flow tests. LFT is not obligatory.
				<ul style="list-style-type: none"> <li>Ensure that pupils, staff and other adults do not come into the school if they have <u>coronavirus (COVID-19) symptoms</u>, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, including siblings</li> </ul>		Letter has gone out to parents and staff informing them of this requirement.
				<ul style="list-style-type: none"> <li>Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>	Y	Isolation room set aside for this. First aider advised of protocols.
				<ul style="list-style-type: none"> <li>PPE on hand.</li> </ul>	Y	Available for first aiders and staff.
				<ul style="list-style-type: none"> <li>Active engagement with NHS Test and Trace</li> </ul>	Y	We will participate with NHS test and trace. We liaise with Barnet Public Health for advice.
22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	3	12	<ul style="list-style-type: none"> <li>Consideration should be given regarding the continued use of items that are frequently used by multiple children that are not essential and difficult to keep clean, for example outdoor play equipment.</li> </ul>	Y	Regular cleaning during the school day and after school or cordoned off. Children should bring their own pens and pencil equipment to school to avoid sharing. Educational resources will be cleaned by pupils between use. Bags are allowed to be brought into school according to DfE guidelines but children should limit the amount of equipment brought each day e.g. just stationary, books and lunches
				<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> </ul>	Y	Cleaner advised of which areas to clean. Special 30-day bio-misting process has been actioned which protects all surfaces from the virus. March 2021 - In preparation for more children returning to school on 8th March, the school will be bio misted on 28th Feb. 2021.

				<ul style="list-style-type: none"> <li>specialist equipment, including equipment used by pupils with SEN</li> </ul>		
				<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	Full stock of cleaning products.
				<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	Sharing of resources is discouraged. Wash hands before and after handling exercise books. Staff can mark books on site to avoid needed to take them home.
				<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	Children advised to bring their own pencils, pens – equipment to school.
				<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	24-hour protection hand sanitisers are in place to be used when entering the building
				<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	<p>24-hour protection hand sanitisers are in place to be used by all staff and pupils when entering the building.</p> <p>Hand sanitisers are placed on every floor. Anti bacterial wipes in every room.</p> <p>Ipad at front door has been upgraded so staff can log in and out with barcode – to prevent touching the screen.</p>
				<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	Parents have been informed.
23. Risk of virus spreading because the school has insufficient materials and equipment	4	2	8	<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	Cleaner to check there are sufficient levels throughout the day and to replenish where necessary. SBM to order more resources as appropriate.
				<ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>	Y	<p>Installed.</p> <p>March 2021 - children should sanitize their hands at the door through which they enter school - rather</p>

						than using one of the sanitising stations on the middle or top floor.
				<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	All bins have lids
				<ul style="list-style-type: none"> <li>Bins to be double bagged and emptied</li> </ul>	Y	Caretaker/cleaners to be instructed to do this
				<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	Tissue boxes will be distributed to all classrooms
24. Provision and use of PPE for staff where required is not in line with government guidelines	3	1	3	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> </ul>	Y	PPE supplies have been procured.
				<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	As per the DfE guidance.
				<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	This has been communicated to staff
25. Pupils forget to wash their hands regularly and frequently	4	2	8	<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	This will be part of new school routine.
				<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	Posters and signage in place and staff will reinforce this with pupils. Pupils will be sent by their teacher to wash hands.
				<ul style="list-style-type: none"> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>	Y	SLT to be vigilant and monitor.
26. Pupils' behaviour on return to school does not comply with reduction of contacts	3	3	9	<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</li> </ul>	Y	Guidelines continually reinforced in appropriate ways according to the age of the children.



and maximising distance guidance				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.		
				<ul style="list-style-type: none"> <li>Staff model reducing contacts and maximising distance consistently.</li> </ul>	Y	Staff to make every effort to maximise distance.
				<ul style="list-style-type: none"> <li>The movement of pupils around the school is minimised.</li> </ul>	Y	Limited numbers of pupils around the school building. Chn should be with teacher / TA at all times. Different staircases / entrances and play areas to be designated to different year groups.
				<ul style="list-style-type: none"> <li>Large gatherings are avoided inc assemblies</li> </ul>	Y	Assemblies of one bubble only. Other bubbles can be zoomed in to avoid a large gathering.
				<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	Reception and nursery use their own playground. Y1,2 and 3 will rotate between using the hall, roof top and back playground for their breaks. The same for Y4,5,6 at different times.
				<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	An addendum for behaviour related to Coronavirus has been added.
				<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	SLT on hand to monitor.
				<ul style="list-style-type: none"> <li>Messages to parents reinforce the importance of reduction of contacts and maximising distance</li> </ul>	Y	Letter to parents. FAQs on website.
				<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	In meeting with staff. EY lead works with staff in EY phase with regards to arrangements for the youngest pupils. This is an age group where social distancing is difficult.

				<ul style="list-style-type: none"> <li>Arrangements for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>	Y	SENDSCO making necessary arrangements.
27. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required	4	2	8	<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	This has been agreed with the cleaning company
				<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	This has been agreed with the cleaning company
				<ul style="list-style-type: none"> <li>Working hours for cleaning staff are increased</li> </ul>	Y	Day cleaner's hours has been increased.
28. The use of fabric chairs may increase the risk of the virus spreading	3	2	6	<ul style="list-style-type: none"> <li>Fabric chairs, together with all other surfaces, will have monthly bio-misting to create an anti-virus protective layer.</li> </ul>	Y	A monthly bio-misting schedule has been implemented.
29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4	3	12	<ul style="list-style-type: none"> <li>Follow DfE guidelines for number of pupils per toilet</li> </ul>	Y	This will be followed and communicated to staff and pupils. Toilets have been allocated to different year group bubbles.
				<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> </ul>	Y	Signage outside toilets.
				<ul style="list-style-type: none"> <li>Floor markings are in place to enable reduction of contacts and maximising distance.</li> </ul>	Y	Signage is in place (not floor markings.)

				<ul style="list-style-type: none"> <li>Pupils know that they can only use the toilet one at a time.</li> </ul>	Y	This is our regular practice – one pupil can use the toilet at a time. Toilet cubicles have been designated for each year group bubble. Signs are in place for this.
				<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	This will be communicated to pupils via staff
				<ul style="list-style-type: none"> <li>The toilets are cleaned frequently as laid out in the enhanced cleaning schedule</li> </ul>	Y	This has been put in place with the cleaning company
				<ul style="list-style-type: none"> <li>Monitoring ensures a constant supply of soap and paper towels</li> </ul>	Y	Day cleaner to monitor and replenish supplies.
				<ul style="list-style-type: none"> <li>Bins are emptied regularly.</li> </ul>	Y	Day cleaner, night cleaners and caretakers to ensure this.
				<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	Staff to demonstrate and teach this to the children. Young children to be supervised by staff.
30. Fire procedures are not appropriate to cover new arrangements	4	1	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	SBM has done this.
				<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	Any changes will be communicated. There are no breakfast clubs or after school activities.

				<ul style="list-style-type: none"> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	Y	Training and briefing is in place
31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	3	12	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which are in line with reduction of contacts and maximising distance measures e.g. bubble muster points</li> </ul>	Y	Drills to be undertaken. Fire drill 14 Sept 20, Inactivation Drill 22 Sept 20
				<ul style="list-style-type: none"> <li>Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.</li> </ul>	Y	
				<ul style="list-style-type: none"> <li>Consider access route for teachers and pupils with mobility issues, as reduction of contacts and maximising distance measures may not be possible during an emergency</li> </ul>		
32. Fire marshals absent due to self-isolation	4	2	8	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	Y	Fire officer to identify need and organised accordingly. Extra Fire Marshals are being trained.
33. All systems may not be operational	3	3	9	<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	SLT familiarise themselves with new guidance when it comes out.
				<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	All alarms and systems have been tested and recommissioned.
34. Statutory compliance has not	4	2	8	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> </ul>	Y	Water, electrical, lift, boiler and alarm testing has already taken place.

been completed due to the reduced availability of contractors during lockdown				<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	Contractors have tested the water and applied appropriate chlorination.
35. Lack of good ventilation means that there is risk of transmission	4	3	12	<ul style="list-style-type: none"> <li>Ensure good ventilation in classrooms and common areas e.g. through opening a window</li> <li>Follow guidance in the following link: <a href="#">air conditioning and ventilation during the coronavirus outbreak.</a></li> </ul>	Y	Windows will be opened by caretaker first thing in the morning. Staff will be given guidance on using the air conditioners. Air conditioner system is not centralised.
36. Visitors to the site (including parents) add to the risk	4	3	12	<ul style="list-style-type: none"> <li>Signage giving routes, procedures, entrances and exits to be followed.</li> <li>Limit the external visitors to the school during school hours</li> <li>Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.</li> </ul>	Y	Signage is in place  Only essential visitors on premises.  Receptionist will sign in visitors/contractors. Contractors may from time to time have to come to the school, therefore an additional control is to ask them to complete with the H&S officer a short pro-forma; <ol style="list-style-type: none"> <li>1. Have you or anyone in your household had any Corona virus symptoms (new dry cough, high temperature, loss of smell or taste) in the last 7 days?</li> <li>2. Have you been in contacted by the Covid 'track and trace' in the last 14 days</li> <li>3. Is anyone in your household self-isolating?</li> <li>4. Have you or anyone in your household been out of the UK in the last 14 days?</li> </ol> Staff to sign in / out on the ipad at the front office. Ipad has been upgraded so staff can use a QR code.

				<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	<p>Hold zoom / phone meetings where possible. There will be some essential reasons where meetings will need to take place in school. On those select occasions, social distancing needs to be maintained.</p> <p>All visitors to wear face coverings where social distancing between adults is not possible. Face masks are available at the front desk.</p>
				<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	Zoom meetings. Phone meetings if the meeting is with one person.
37. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4	3	12	<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> </ul>	Y	As deemed essential, they will be allowed onsite following our Covid Guidelines.
				<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	Assessment to be carried out if contractor will be on site.
				<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	SBM to monitor and check
				<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	Where possible different entrance will be used or at different time of day to pupil movement.
				<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	Social distancing to be maintained as possible according to the works needed to be carried out. All contractors to wear face coverings. Face masks are available at the front desk.
				<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</li> </ul>	Y	normal contractor procedures are being applied as well as additional covid procedures

				light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).		
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	3	9	<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	Ongoing updating scheduled.
				<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	This has been done and is continually being updated
				<ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	Y	Through staff meetings, letters to parents, governors. Website updates.
39. Curriculum/ Learning Environment	3	2	6	<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 between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>In music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good</li> </ul> </li> </ul>	Y	Staff to plan lessons and activities according to social distancing guidelines. Equipment to be cleaned between use by different bubbles.



				ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.		
				<ul style="list-style-type: none"> <li>Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support.</li> </ul>	Y	
				<ul style="list-style-type: none"> <li>Where deemed educationally necessary, children from the same bubble may sit together in groups e.g. for interventions</li> </ul>	Y	Staff given guidance on circumstances when this is allowed
				<ul style="list-style-type: none"> <li>Ensure all equipment is sanitised after each use if used for an activity across bubbles</li> </ul>	Y	Staff carrying out the activities to be informed of this. For Nursery: Sand is not used and only use water if it is soapy. Water is changed regularly. Children only use mud with tools and not to be handled directly. Playdo is being made specifically for each session and it is not being reused. Children sanitising their hands after each usage and only 6 children to use it at a time. At the end of each session, all surfaces and equipment is wiped with sanitising wipes.
				<ul style="list-style-type: none"> <li>Only allow assemblies for one year group at a time. Other classes to participate via zoom</li> </ul>	Y	Rotation of who uses the hall is in place
40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	2	8	<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> </ul> </li> </ul>	Y	Through staff meetings, emails, texts, letters to parents, governors. Website updates. Mobile phone use to contact staff in order to avoid unnecessary face to face communication. No breakfast or afterschool club at present.

				<ul style="list-style-type: none"> <li>Other partners</li> <li>Neighbouring schools/EY settings</li> <li>Highways department</li> </ul>		
				<ul style="list-style-type: none"> <li>Parents are communicated with to make sure they know: <ul style="list-style-type: none"> <li>whether their child will be able to attend from 2<sup>nd</sup> Sept</li> <li>what protective steps you're taking to make the school a low-risk place for their child</li> <li>what you need them to do (such as on drop off and collection)</li> </ul> </li> <li>For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan</li> </ul>	Y	<p>Letter and email to parents.</p> <p>Update distance learning website information about protective measures we are taking. Parents have already been advised about drop off and collection procedures.</p> <p>This risk assessment will be available for parents to see</p> <p>By SENDCO – in contact with relevant parents.</p>
41. Pupils who are unable to attend school because they are complying with clinical and/or public health advice are not receiving access to remote education	4	3	12	<ul style="list-style-type: none"> <li>School is aware of current guidelines for shielding</li> </ul>	Y	The school is aware of this and that guidelines are changing from 1 <sup>st</sup> August.
				<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	Parents have been advised about attendance from September.
				<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	Parents have been advised. The SEN department have been in touch with parents of children who have certain health conditions.
				<ul style="list-style-type: none"> <li>The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> </ul>	Y	Outlined in letters and links to the relevant documents during the summer term.
				<ul style="list-style-type: none"> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y	Sendco to regularly update register.

				<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	Zoom lessons will take place as and when needed or children provided with work packs.
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	3	6	<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	HT, sendco, wellbeing coordinator, other staff who have been on anxiety and mental health and wellbeing training.
				<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	Pupils have access to a designated staff member SEN department have a mental health and wellbeing lead. The mental health and wellbeing lead gave a staff training on mental and emotional health needs in Sep 2020.
				<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	Via class teachers and through phase assemblies.
				<ul style="list-style-type: none"> <li>School closure 2: Jan 2021 Children's mental health has been affected by the lockdown. Children are living with someone whose mental health has deteriorated.</li> </ul>	Y	These children will be offered a place in our vulnerable children and Key Worker provision. It is the headteacher's discretion as to who is considered vulnerable.
				<ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>	Y	Shared at staff meetings. Shared with relevant parents by SEN department.
43. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	3	9	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> </ul>	Y	Mental health and wellbeing have been mentioned on a number of occasions. Staff appreciation lunch has been organised for 22 <sup>nd</sup> July. Changes to work / hours implemented where necessary. Resources to support staff. Advice shared of where to access mindfulness and wellbeing support. Eg Headspace app. Session with educational psychologist and separate session with psychotherapist was arranged in Summer 2020.
				<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	In meetings.
				<ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing</li> </ul>	Y	Free code for Headspace app shared with staff. Code for educational staff. Barnet Training offered to staff during staff meeting.

				<ul style="list-style-type: none"> <li>Staff briefings/training on wellbeing are provided.</li> </ul>	Y	During our staff meetings. Feedback from staff on looking out for children's' and staff wellbeing. What are the signs and symptoms and how to manage a class returning from isolation.
				<ul style="list-style-type: none"> <li>School closure 2: Jan 2021. The mental health of staff risks being affected by this closure.</li> </ul>	Y	These members of staff can work from school including during their non contact time. They must inform the HT or DHT that they would like to work from school, so that a suitable room can be allocated to them.
				<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Y	Yes during staff meetings.
44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	2	4	<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> </ul>	Y	Active and supportive governing body.
				<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	Info reinforced by the HT. Regular contact between HT and governors.
				<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	HT reports formally to the governing body at governor meetings.
				<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	Regular contact between HT, CoG and other designated governors.
				<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	Minutes of FGB written by clerk to governors.
45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	3	9	<ul style="list-style-type: none"> <li>Guidance on test and trace has been published.</li> </ul>	Y	Published by the DfE and staff have been informed. SLT, parents and office staff engage with test and trace.
				<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>	Y	During meeting

				<ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>	Y	Line managers and SLT. Staff isolate while awaiting results of their own / family member's test result.
46. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	3	12	<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	Attendance officer to monitor attendance and send back the daily returns to the DfE. Attendance officer records the children that are absent, the reason and when the expected date of return in. Extra thermometers have been purchased. Any child or staff member displaying COVID symptoms are to be sent to the office for an assessment and check.
				<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	<p>In line with government guidelines:</p> <p><u>Suspected/developing symptoms</u></p> <ul style="list-style-type: none"> <li>Staff dons PPE, isolates child, call parents to take child home and for them to get the child tested. Child isolates for 10 days, household for 14 days.</li> <li>Deep clean, <u>no one else needs to self-isolate unless they have symptoms at this stage.</u></li> <li>If negative result, child can return to school and household can come out of isolation</li> </ul> <p><u>Confirmed case.</u></p> <ul style="list-style-type: none"> <li>Teacher and class/bubble self-isolate for 10 days.</li> </ul> <p>Staff have been advised of the need to be tested if they are symptomatic – also staff working from home currently.</p>

				<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 clinically vulnerable and clinically extremely vulnerable should these apply</li> </ul>	Y	<p>School will notify everyone should the need arise. Liaison with individuals who are unclear about the guidelines.</p> <p>Will phone Barnet Public Health for advice and guidance if necessary.</p> <p>The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, the school will advise them to stay at home and seek medical advice.</p>
				<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	<p>Record to be kept in school and reported to LA.</p> <p>Positive covid cases are reported to the LA.</p>
47. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	4	3	12	<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	Staff, pupils and parents have been communicated to about current government guidance with regards to symptoms, testing and isolating.
				<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	During staff meetings.
				<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	Regular staff meetings.
48. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school including test and trace	4	3	12	<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> </ul>	Y	The school is obliged to inform the local authority immediately if any child or adult tests positive for Covid 19.
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Y	New staff received this guidance at their induction.

				<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	Regular staff meetings.
49. Staff, parents and carers are not aware of recommendations on transport to and from school	4	3	12	<ul style="list-style-type: none"> <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> </ul>	Y	<p>Majority of children and staff arrive by car. Parent bus will not be operating at present. Amended start and end time of school day. Parking provided and paid for by governors at a nearby location so that staff with a car do not need to use public transport. Parents have been advised not to conduct rotas.</p>
				<ul style="list-style-type: none"> <li>Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures</li> </ul>	Y	<p>This will be communicated to staff and parents via letters/emails. Governors have rented car park spaces nearby to encourage them not to use public transport if possible.</p>