

COVID-19: Operational risk assessment for Battle Primary Academy reopening

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 2nd July 2020.

Assessment conducted by:	Nathan Butler-Broad & Richard Kearsey	Job title:	Principal & CEO	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	July 2020	Review interval:		Date of next review:	Sep 2020

Related documents

Trust/Local Authority documents:	Government guidance:
	<p>Government guidance:</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Coronavirus (COVID-19): implementing protective measures in education and childcare settings</p> <p>Coronavirus (COVID-19) Collection: guidance for schools and other educational settings</p> <p>Actions for schools during the coronavirus outbreak</p> <p>Coronavirus (COVID-19): implementing social distancing in education and childcare settings</p> <p>Coronavirus (COVID-19): guidance for educational settings</p> <p>COVID-19: cleaning in non-healthcare settings</p>

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1. Establishing a systematic process of opening, including social distancing					
1.1 Net capacity					
Available capacity of the school is reduced when social distancing guidelines are applied	M	<ul style="list-style-type: none"> The use of communal staff areas to be zoned and limited by numbers at one time. This will ensure parity for all and no mixing between year groups. Agreed new timetable and arrangements confirmed for each year group to include staggered timings and use of separate entrances/exits. Arrangements in place to support pupils when not at school with remote learning at home. 	Y	<ul style="list-style-type: none"> Year group bubbles. No mixing between year groups. Staggered break/lunch times and separate dining spaces allocated. (See Appendix A) Home learning will continue to be planned in case of school, local or national lockdown. Parent protocols for drop off and collection to be re-communicated on 1 Sep (see Appendix B) Staff protocols for social distancing in place – refresh as part of Sept inset 	L
1.2 Organisation of teaching spaces					
Classroom sizes will not allow adequate social distancing	M	<ul style="list-style-type: none"> Year 2-6 classrooms re-modelled with forward facing chairs and desks to allow for social distancing. Year R to extend teaching space into Nursery Nursery to move to Rosen Room Excess furniture removed and stored Clear signage displayed in classrooms promoting social distancing. Pupils are grouped in year group ‘bubbles’, the integrity of which is maintained throughout the day each day. Pupils from separate bubbles do not mix at any time. Pupil lunchtime rota communicated to staff (see Appendix A) 	Y	<ul style="list-style-type: none"> Timetables for each class in place – guidance to be given at inset Reminder/guidance issued to teachers re re-organising and re-arranging classrooms. Resources scaled back. Only chairs for each child in each room. Soft furnishings and soft toys removed from classrooms. Malleable materials removed and disallowed. Nursery to have walkie talkie for emergencies Extra member of staff to assist morning Nursery drop off/supervision 	L
Further space required for lunchtime/Whole school assemblies prohibited	H	<ul style="list-style-type: none"> Large gatherings prohibited Lunch spaces expanded ((see Appendix A)) Design layout and arrangements in place to enable social distancing. 	Y	<ul style="list-style-type: none"> Large spaces not required for teaching. Lower/Top halls and Library to be used on a rota groups, but on separate days. 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
				<ul style="list-style-type: none"> Lower hall to also be used as a dining area Children to be allocated a dedicated lunch space (see Appendix A) No assemblies (only virtually and in classes). 	
1.3 Availability of staff and class sizes					
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning	L	<ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. All staff who are clinically extremely vulnerable work from home if Government guidance recommends once more (pausing on 1 Aug currently). Risk assessments are undertaken for staff who are clinically vulnerable, or who have contextual factors related to age or ethnicity (Staff who are BAME or aged 55+ may be susceptible to risk of poor outcomes should they contract COVID-19). Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes within year groups is in place. Full use is made of testing to inform staff deployment. A blended model of home learning and attendance at school is utilised until staffing levels improve, if required. 	Y	<ul style="list-style-type: none"> Health needs of all staff are already known. HR have issued guidance on travelling abroad. Review current risk assessments for staff at higher risk Training issued to staff at home if isolating. Home learning planning to be ready for publishing should it be required. 	L

1.4 The school day						
The start and end of the school day create risks of breaching social distancing guidelines	M	<ul style="list-style-type: none"> Start and departure times are staggered. The number of entrances and exits to be used is maximised. Different entrances/exits are used for different groups. One way system for EYs and KS1 drop off/pick up (see Appendix B) Y3/4 to be collected from the playground Y5/6 released directly from Austen/Shakespeare classes Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. Floor markings are visible where it is necessary to manage any queuing. Attendance patterns have been optimised to ensure maximum safety. 	Y	<ul style="list-style-type: none"> Start and finish times have been staggered and will be communicated to all staff before chn start on 4th Sep. Each group will have their own entrance/exit. Parents only allowed on site to collect from top playground/area outside KS1/EYs Individual arrangements for limited number of SEND children in place External markings in place. Internal markings in the building in place. Internal markings indicating where chn stand once they enter/before they exit are in place. 	L	
1.5 Planning movement around the school						
Movement around the school risks breaching social distancing guidelines	M	<ul style="list-style-type: none"> Circulation plans have been reviewed and revised. Pinch points and bottle necks are identified and managed accordingly. Movement of pupils and staff around school is minimised as much as possible, with pupils staying in classrooms in their 'bubble' arrangements with dedicated staff. Pupils are regularly briefed regarding observing social distancing guidance. Appropriate duty rota and levels of supervision are in place. 	Y	<ul style="list-style-type: none"> Planning indicates how adults will support chn to understand social distancing. Chn will be eating in 'bubble' year groups (see plan). Signs on doors to indicate whether rooms can be accessed. Lunch and break times are staggered. (see Appendix A) 	L	

1.6 Curriculum organisation						
Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened	L	<ul style="list-style-type: none"> Gaps in learning are assessed and addressed in teachers' planning. Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. Exam syllabi are covered. Plans for intervention are in place for those pupils who have fallen behind in their learning. 	Y	<ul style="list-style-type: none"> Attendance reports for all pupils since June re-opening to be run and shared with class teachers and SLT to inform planning. Year groups to assess chn for 1st half of autumn term using PiXL transition assessment resources. Autumn 1 will focus on plugging identified gaps from assessment data Continuous provision to continue in Year 1 	L	
1.7 Staff workspaces						
Staff rooms and offices do not allow for observation of social distancing guidelines	M	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff have been briefed on the use of these rooms. 		<ul style="list-style-type: none"> Bubble groups set up for staff areas (Staffroom, Resource Room, Leadership Room, House) Staffroom has been rearranged with furniture 2m apart. PPA room keyboards have covers and will be cleaned each day Staff encouraged to take PPA at home Staff to be given instructions regarding not touching remaining resources as part of their induction. Staff induction to be carried out by 3rd Sep. Sanitation station to be placed in each staff area Sign on staffroom 6 people max. Photocopier to be marked off to encourage social distancing 	L	

1.8 Managing the school lifecycle						
Pupils moving on to the next phase in their education do not feel prepared for the transition	L	<ul style="list-style-type: none"> Continued plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues and continue ELSA Regular and effective liaison with the destination institutions (to assist with pupils' transition) completed Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. Virtual tours of the school are available for parents and pupils. Online Year group introduction days for parents to be delivered in Sept, incl curriculum content, e.g. SRE focus 	Y	<ul style="list-style-type: none"> Parents given opportunity to see and speak to new teacher using Zoom Starting School booklet sent home to all new children incl pictures of staff and environment Individual transition documents completed and coordinated by SENDCo Virtual Principal's welcome posted on new Class Dojo Class handover notes and meetings held with all current and new teachers. Full complement of staff from Sep. 	L	
1.9 Governance and policy						
Governors are not fully informed or involved in making key decisions	L	<ul style="list-style-type: none"> Online meetings are held regularly with governors. Governing bodies are involved in key decisions on reopening. Governors are briefed regularly on the latest government guidance and its implications for the school. 	Y	<ul style="list-style-type: none"> CEO provides weekly update to Trustees during COVID-19 crisis. Trustees receive updates regarding latest DfE guidance via RBWM Governor advice, Use The Key and NGA. 	L	
1.10 Policy review						
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	L	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Staff, pupils, parents and governors have been briefed accordingly. 	Y	<ul style="list-style-type: none"> All relevant policies have been revised and published on website. All staff have received copies via email. Email sent home to parents with link to website section. 	L	
1.11 Communication strategy						
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	L	<ul style="list-style-type: none"> Communications strategies for the following groups are in place: <ul style="list-style-type: none"> Staff Pupils Parents Governors/Trustees Local authority 	Y	<ul style="list-style-type: none"> All stakeholders communicated with effectively. 	L	

		<ul style="list-style-type: none"> ○ Regional Schools Commissioner ○ Professional associations ○ Other partners 			
1.12 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	H	<ul style="list-style-type: none"> • Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> • Infection control • Fire safety and evacuation procedures • Constructive behaviour management • Safeguarding • Risk management 	Y	<ul style="list-style-type: none"> • Induction spread across 3 inset days in September (incl exceptional inset day) • 2 fire practices timetabled for Autumn 1 • A revised staff handbook is issued to all staff prior to reopening. 	L
New staff are not aware of policies and procedures prior to starting at the school when it reopens	M	<ul style="list-style-type: none"> • Induction programmes are in place for all new staff – either online or in-school – prior to them starting. • New staff have joined online Zoom calls with new classes 	Y	<ul style="list-style-type: none"> • Further induction scheduled for Sept inset • The revised staff handbook is issued to all new staff prior to them starting 	L
1.13 Risk assessments					
Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.	H	<ul style="list-style-type: none"> • Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> ○ Different areas of the school ○ When pupils enter and leave school ○ During movement around school ○ During break and lunch times ○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used ○ Risk assessment for use of Kensington Park complete 	Y	<ul style="list-style-type: none"> • All risk assessments complete. • Staff induction updated accordingly. • Review use of Risk Assessment for use of Kensington Park – 17th Sept. 	L
1.14 School transport					
Changes to bus schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality and do not align with staggered start and departure times		Very few pupils arrive by bus – individual concerns addressed and highlighted with parents.	N/A		

2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19

2.1 Cleaning

Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	L	<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with staff. An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. Working hours for cleaning staff are increased. 	Y	<ul style="list-style-type: none"> Pre-opening summer clean Enhanced daily schedule: -through the day. This will include frequently touched areas and surfaces and be recorded on area checklists(doors, toilets, handrails and communal telephones in corridors) -Cleaning in between lunch sittings is confirmed with Chartwells. Site team to monitor. 	L
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2.2 Hygiene and handwashing

Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	L	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 	Y	<ul style="list-style-type: none"> Audit undertaken. Extra supplies sourced. Hand sanitiser stations at exits/entrances (staff and children). Admin/site team to re-order when stocks low. <p style="color: red;">Site team to confirm the above.</p>	L
Pupils forget to wash their hands regularly and frequently	L	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Y	<ul style="list-style-type: none"> Planning incorporates hand washing teaching and reminders. Timetables have carefully timetabled handwashing sessions – adults to accompany/support pupils. Child-friendly posters displayed by facilities in classrooms. Principal to gain feedback from CTs. 	L

2.3 Clothing/fabric						
Not wearing clean clothes each day may increase the risk of the virus spreading	L	<ul style="list-style-type: none"> Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks. Expectations and guidance are communicated to parents. 	Y	<ul style="list-style-type: none"> Parental communication has asked for clean clothes to be worn each day. End of term letter to parents will outline expectations Parents to receive communication on 1st Sep to allow for any potential change in Govt guidance and to support our parents. 	L	
The use of fabric chairs may increase the risk of the virus spreading	L	<ul style="list-style-type: none"> Take fabric chairs out of use where possible. Where that is not possible then ensure chairs are limited to single person use. Fabric chairs removed from NBB office. 	Y	<ul style="list-style-type: none"> Staff will be asked to use same chair where removal is not possible. 	L	
2.4 Testing and managing symptoms						
Testing is not used effectively to help manage staffing levels and support staff wellbeing	L	<ul style="list-style-type: none"> Guidance on getting tested has been published. The guidance has been explained to staff as part of the induction process. Post-testing support is available for staff through the school's health provider. 	Y	<ul style="list-style-type: none"> Testing procedures communicated to staff through induction. This will be reiterated in Sep induction. 	L	
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	H	<ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. 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. A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. 	Y	<ul style="list-style-type: none"> Training/induction info given on new attendance reporting procedures. This will be reiterated in Sep induction. Pupils will be expected to provide a test result before returning or wait 7days) Isolation room – opposite Nest. Training given as part of the induction re what to do if child displays symptoms. Training given to staff re what to do should they or a member of their household display symptoms or become unwell. 	L	

				<ul style="list-style-type: none"> • All info to be re-communicated to parents on 1 Sep. • System in place for SLT to report the above. 	
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	H	<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y	<ul style="list-style-type: none"> • Induction given to staff with all info. To be re-communicated on 1 Sep. • Info communicated to parents. To be re-communicated on 1 Sep. • Daily DfE updates emailed to all staff. • Parents regularly communicated with and in a variety of ways – email, text. website. To continue in Sep. 	L
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	H	<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y	<ul style="list-style-type: none"> • Induction given to staff with all info. To be re-communicated on 1 Sep. • Info communicated to parents. To be re-communicated on 1 Sep. • Process agreed with SLT/admin staff for contacting the local health action team • Daily DfE updates emailed to all staff. • Parents regularly communicated with and in a variety of ways – email, text. Website. To continue in Sep. 	L
2.5 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk	H	<ul style="list-style-type: none"> • First Aid certificates extended for three months. • A programme for training additional staff is in place. • Collaborative arrangements for sharing staff with other schools in the locality have been agreed. 	Y	<ul style="list-style-type: none"> • Adequate numbers and up-to-date. • Online top up training scheduled for staff in need of renewal – complete by 4th Sept 	L

2.6 Medical rooms						
Medical rooms are not adequately equipped or configured to maintain infection control	M	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 	Y	<ul style="list-style-type: none"> Isolation room allocated and equipped adequately. Additional rooms identified if use required. Cleaning procedures for rooms and additional facilities (toilets) identified and communicated to all staff. ABC to read/S&L to use Doyle Room (CA to schedule) 	L	
2.7 Communication with parents						
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	M	<ul style="list-style-type: none"> As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. A COVID-19 section on the school website is created and updated. Section on website created specifically for coronavirus updates and school re-opening. 	Y	<ul style="list-style-type: none"> Parents informed in a variety of ways – email, Dojo, website etc. Website updated by Admin team regularly. 	L	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	M	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. 	Y	<ul style="list-style-type: none"> Parents to continue to be communicated with on a weekly basis via an emailed newsletter. This will also continue to be uploaded to the website. Emails/texts sent where required. Dojo & Website updated regularly. 	L	
2.8 Personal Protective Equipment (PPE)						
Provision of PPE for staff where required is not in line with government guidelines	M	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. Staff are reminded that wearing of gloves is not a substitute for good handwashing. 	Y	<ul style="list-style-type: none"> PPE requirements communicated to all staff via emails and induction. Govt guidance communicated to all staff as it is received by Principal. PPE – face masks, gloves, aprons and face shields – are available for all staff. PPE is stored safely. 	L	

					<ul style="list-style-type: none"> Information on how to effectively put on/remove PPE has been issued by Trust and displayed around the school. Staff are emailed info on handwashing as part of daily DfE guidance and newsletters. To be re-communicated to staff in Sep. 	
3. Maximising social distancing measures						
3.1 Pupil behaviour						
Pupils' behaviour on return to school does not comply with social distancing guidance	L	<ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. Staff model social distancing consistently. The movement of pupils around the school is minimised. Large gatherings are avoided. Break times and lunch times are structured to support social distancing and are closely supervised. (see Appendix A) The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. Messages to parents reinforce the importance of social distancing. Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. Wilful disobeying of rules relating to social distancing and hygiene will be sanctioned appropriately and proportionately, by exclusion where necessary. 	Y	<ul style="list-style-type: none"> Parents have been communicated with re behaviour expectations and possible consequences. Letter to be sent on 1 Sep reiterating. Staff have been communicated on the above as part of induction - to be reiterated in Sep induction. Addendum to behaviour policy has been emailed to all (including parents) and updated to website. Videos previously uploaded to the website to support all stakeholders' understanding will remain Info for new Reception children shared on Class dojo Social distancing markings are in place both inside and outside of the school building as well as on the path/pavements outside of the school. SLT will monitor entrances/exits at the start and end of day. 	L	

3.2 Classrooms and teaching spaces						
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	L	<ul style="list-style-type: none"> Bubble arrangements in place. Net capacity assessment completed, with each classroom and teaching space compliant with social distancing measures and in line with government All furniture not in use has been removed from classrooms and teaching spaces. Arrangements are reviewed regularly. 	Y	<ul style="list-style-type: none"> All stat Govt guidance adhered to. Year group bubbles organised. Teaching space compliant with chn numbers. Excess furniture has been removed and stored securely. All expectations communicated to staff and will be recommunicated in Sep induction. 	L	
3.3 Movement in corridors						
Social distancing guidance is breached when pupils circulate in corridors	L	<ul style="list-style-type: none"> Circulation plans have been reviewed and amended. Corridors are divided where feasible. Circulation routes are clearly marked with appropriate signage. Any pinch points/bottle necks are identified and managed accordingly. The movement of pupils around school is minimised as much as possible. Where possible, pupils stay in assigned classrooms with their dedicated staff members. Lesson change overs are staggered to avoid overcrowding. Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. Appropriate supervision levels are in place. 	Y	<ul style="list-style-type: none"> One-way internal systems are not in place as not feasible – building layout would require passing close to chn in different groups and through rooms out of bounds. Social distancing markings are in place, timetables stipulate where chn can access and when, and training has been given to all staff. Cohorts scheduled to eat lunch separately and play separately. (see Appendix A) Chn will be accompanied to the toilet where possible and will be taught correct procedures again in Sep. Teachers will be discussing safety protocols with all chn regularly. 	L	

3.4 Break times						
Pupils may not observe social distancing at break times	L	<ul style="list-style-type: none"> • Break times are staggered. • Pupils are kept within their assigned ‘bubbles’ during social times. • External areas are designated for different groups. • Pupils are reminded about social distancing as break times begin. • Social distancing signage is in place around the school and in key areas. • Supervision levels have been enhanced, especially with younger pupils, to support social distancing. 	Y	<ul style="list-style-type: none"> • All break times are staggered. No group is occupying the same space at the same time. • All staff have received communication informing them. • Social distancing markings are in place both inside and outside of the school building. • Additional signage and fencing ordered to divide the playground • Classes provided with First Aid kits 	L	
3.5 Lunch times						
Pupils may not observe social distancing at lunch times	L	<ul style="list-style-type: none"> • Pupils are reminded about social distancing as lunch times begin. • Pupils wash their hands before and after eating. • Dining area layouts have been configured to ensure social distancing. • Tables and chairs have been cordoned off where this is not possible. • Floor markings are used to manage queues and enable social distancing. • Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces. • Pupils eat lunch with others in their bubble. • Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). • Eating areas are cleaned after lunch. 	Y	<ul style="list-style-type: none"> • Schedule for eating of lunch and outside play in place to ensure year group bubbles are maintained. (see Appendix A) • Toilet use will be allocated/supervised. • Teachers and LTSAs will be discussing safety protocols with all chn regularly. 	L	
3.6 Toilets						

Queues for toilets and handwashing risk non-compliance with social distancing measures	L	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. Floor markings are in place to enable social distancing. Pupils know that they can only use the toilet one at a time. Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. This can be achieved by pupils from a specified bubble visiting the toilets at set times. The toilets are cleaned frequently. Monitoring ensures a constant supply of soap and paper towels. Bins are emptied regularly. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 	Y	<ul style="list-style-type: none"> Chn will be accompanied to the toilet where possible. There is adequate time in the timetables for chn to toilet with minimal contact with chn from other classes, (although chn are in year group bubbles.) Staff have received induction on the above. Enhanced cleaning schedule for these areas. 	L
3.7 Medical Rooms					
The configuration of medical rooms may compromise social distancing measures	L	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 	Y	<ul style="list-style-type: none"> Social distancing measures in place in isolation room. Cleaning measures in place. Signs created to communicate to other chn and staff. 	L
3.8 Reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	L	<ul style="list-style-type: none"> Social distancing points are clearly set out, using floor markings, continuing outside where necessary. Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). Non-essential deliveries and visitors to school are minimised. Arrangements are in place for segregation of visitors. 	Y	<ul style="list-style-type: none"> Floor markings and tape in place. Sign put on door to signal one person only in the office and on glass between lobby and staff area. Communication has been sent to parents to inform them that NO external visitors are allowed on site. This will be recommunicated on 1 Sep. 	L
3.9 Arrival and departure from school					
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply	L	<ul style="list-style-type: none"> Start and finish times are staggered. The use of available entrances and exits is maximised. Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.(See Appendix B) Weekly messages to parents stress the need for social distancing at arrival and departure times. 	Y	<ul style="list-style-type: none"> Staggered start and finish times in place and will be re-communicated to all on 1 Sep. Social distancing info and markings in place at exits and entrances. SLT to support classes for at transition times. SLT monitoring. 	L

				<ul style="list-style-type: none">• Info communicated via email, website and newsletter.	
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3.10 Transport						
The use of public and school transport by pupils poses risks in terms of social distancing	L	<ul style="list-style-type: none"> Guidance is in place for pupils and parents on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings if pupils are travelling with children other than from their own class. Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied. 	Y	<ul style="list-style-type: none"> DSL to liaise with LA on further recommendations/updates 		L
3.11 Staff areas						
The configuration of staff rooms and offices makes compliance with social distancing measures problematic	L	<ul style="list-style-type: none"> Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff. 	Y	<ul style="list-style-type: none"> Staffroom has been reconfigured and extra spaces added to maintain bubbles. Sign placed on staffroom kitchen door to signal 2 people maximum inside. Offices reconfigured where required. 		L
4. Continuing enhanced protection for children and staff with underlying health conditions						
4.1 Pupils with underlying health issues						
Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	H	<ul style="list-style-type: none"> Parents have been provided with clear guidance and this is reinforced on a regular basis. Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. 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. Schools have a regularly updated register of pupils with underlying health conditions. Pupils who are BAME may be more susceptible to poor outcomes if infected by COVID-19. Leaders take account of this in their risk assessments. 	Y	<ul style="list-style-type: none"> Parents have been provided with clear guidance and this is reinforced on a regular basis by communication home. To be recommunicated in Sep by Principal. Risk assessments completed for 2 SEND pupils 		L

4.2 Staff with underlying health issues					
Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	M	<ul style="list-style-type: none"> All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. Leaders are cognisant of additional contextual factors that may make staff more susceptible to poor outcomes should they become infected with COVID-19. These include ethnicity and age. BAME staff and those over 55 years of age may be at heightened risk. Leaders take account of this in their risk assessments. All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. Current government guidance is being applied. 	Y	<ul style="list-style-type: none"> All members of staff with underlying health issues, those within vulnerable groups or who are shielding were instructed to make their condition or circumstances known to the school by Trust HR. This will be reviewed ahead of any new Govt guidance in Sep as it is due to pause on 1 Aug. Staff induction has communicated up-to-date Govt guidance and will continue to do so. Risk assessments completed for BAME currently working – to be reviewed in Sept 	L

5. Enhancing mental health support for pupils and staff

5.1 Mental health concerns – pupils					
Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	L	<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). Resources/websites to support the mental health of pupils are provided. 	Y	<ul style="list-style-type: none"> Mental health training delivered remotely to all staff from Anna Freud Charity. Mental health a focus of teachers' planning for Sep. Mental health formed part of staff June re-opening induction. ImpactED survey and Oxford Uni survey to be analysed for safeguarding concerns 	L

5.2 Mental health concerns – staff						
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	L	<ul style="list-style-type: none"> • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources. 	Y	<ul style="list-style-type: none"> • Mental health training delivered remotely to all staff from Anna Freud Charity. • Hays online training has been emailed to all staff. • Employee Assistance Programme has been emailed to all staff on a regular basis. • Wellbeing session scheduled for wk3 	L	
5.3 Bereavement support						
Pupils and staff are grieving because of loss of friends or family	L	<ul style="list-style-type: none"> • The school has access to trained staff who can deliver bereavement counselling and support. • Support is requested from other organisations when necessary. 	Y	<ul style="list-style-type: none"> • Parents will be asked to communicate any difficulties to the school ahead of returning in Sep. • Employee Assistance Programme has been emailed to all staff on a regular basis. 	L	
6. Maintaining educational provision for children of key workers and vulnerable children						
6.1 Maintaining provision						
Educational provision must still be maintained for priority children when the school reopens	L	<ul style="list-style-type: none"> • Current government guidance is being followed. • Liaison is continuing with parents who are key workers and the parents of vulnerable children to agree required provision. • The facility for full-time attendance is available where required (even if their peers are only attending part-time). • Arrangements are in place to ensure that this cohort is tracked and supported effectively. • Arrangements are in place where supervision for children of key workers needs to be extended beyond the normal school day. • Arrangements are in place to supervise children of key workers and vulnerable children over any holiday periods in-line with current government guidance. 	Y	<ul style="list-style-type: none"> • All teachers will ensure home learning resources are prepared in case of school, local or national lockdown. • Pastoral Lead to maintain contact with key families • Summer FSM vouchers to be sent by LW. 	L	

7. Operational issues

7.1 Review of fire procedures

Fire procedures are not appropriate to cover new arrangements	H	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff and pupils have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. 	Y	<ul style="list-style-type: none"> Fire procedures were reviewed ahead of June re-opening and remain in place Reminder to be sent in September Practice drill scheduled to be done within first two weeks 	L
Fire evacuation drills - unable to apply social distancing effectively	M	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with social distancing measures. 	Y	As above	L
Fire marshals absent due to self-isolation	H	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	Y	<ul style="list-style-type: none"> Addendum completed and shared with staff Re-issue guidance in September. 	L

7.2 Managing premises on reopening after lengthy closure

All systems may not be operational	M	<ul style="list-style-type: none"> Government guidance is being implemented where appropriate. All systems have been recommissioned. 	Y	<ul style="list-style-type: none"> Facilities Manager has completed all necessary checks. All necessary utilities are operational. 	L
Statutory compliance has not been completed due to the availability of contractors during lockdown		<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	Y	<ul style="list-style-type: none"> Facilities Manager has completed all necessary checks. 	L

7.3 Contractors working on the school site

<p>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</p>	<p>M</p>	<ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. Temperature checks are carried out on arrival and before entering the school building. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). 	<p>Y</p>	<ul style="list-style-type: none"> No contractors are planned to be on site for the autumn term. Site team to check. If this is required, due to an emergency, the Facilities manager will undertake the necessary risk assessment, in consultation with the Principal. Info screen to be regularly updated 	<p>L</p>
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8. Finance

8.1 Costs of the school's response to COVID-19

<p>The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties</p>	<p>M</p>	<ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. LA or trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Additional sources of income are under exploration. The school's projected financial position has been shared with governors and LA or trust. 	<p>Y</p>	<ul style="list-style-type: none"> Finance Director's Budget monitoring report to Trustees outlines the current position. 	<p>L</p>
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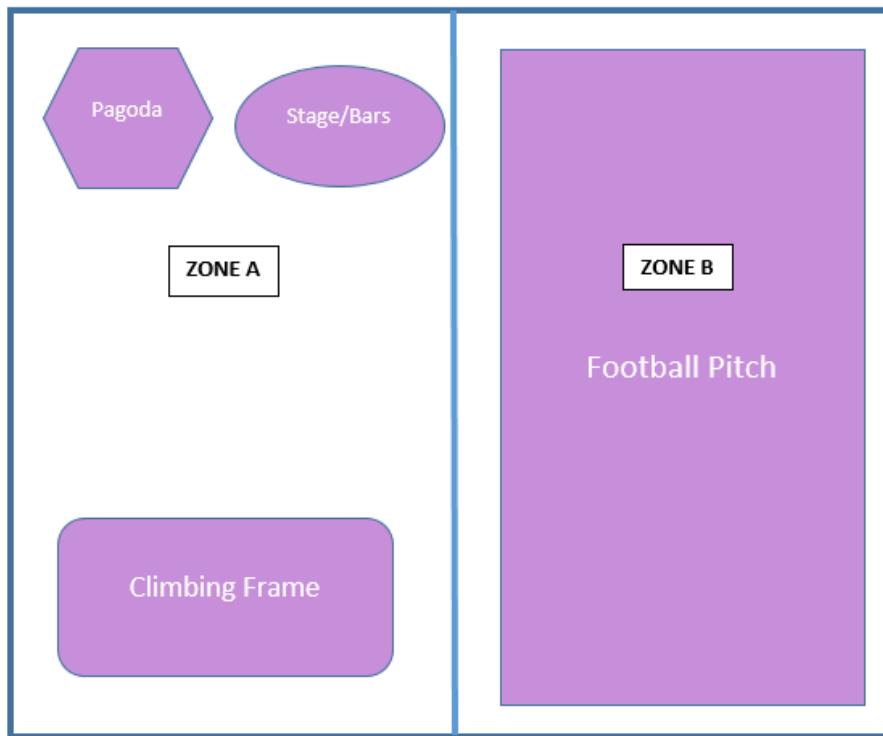
9. Governance

9.1 Oversight of the governing body

<p>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</p>	<p>M</p>	<ul style="list-style-type: none"> • The governing body continues to meet regularly via online platforms. • The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. • The Principal's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. • Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. • Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. 	<p>Y</p>	<ul style="list-style-type: none"> • Trustee meetings are to continue via Microsoft TEAMS to ensure all statutory requirements are met. • CEO provides Trustees with weekly update during the COVID-19 crisis. 	<p>L</p>
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Appendix A - Lunch/breaktime Plan

Lunchtime Arrangements for Sept 2020



Top Hall

Bubble	Eating Time	Playground
Early Years	11:30-12:00 (incl dedicated space for Nursery/30hrs)	13:00-14:00
Year 1	12:00-12:30	11:30-12:00
Year 4	12:30-13:00	13:00-13:30 (Zone B)
Year 3	13:00-13:30	12:30-13:00 (Zone A)

Lower Hall

Bubble	Eating Time	Playground/Park time
Year 2	12:00-12:30	12:30-13:00 (Zone B)
Year 5	12:30-13:00	13:00-13:30
Year 6	13:00-13:30	12:30-13:00

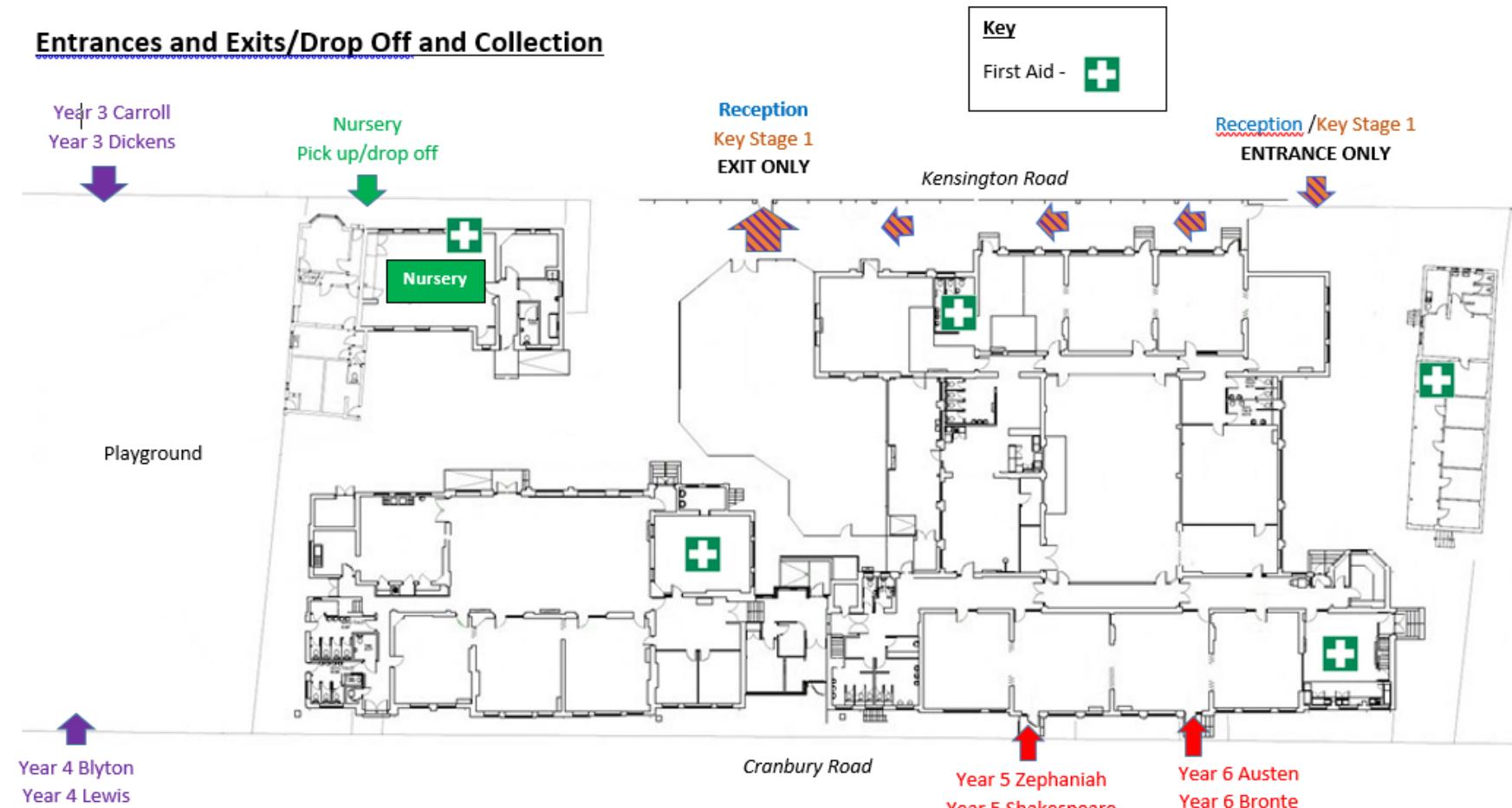
Hot Dinners

- EYs children will eat lunch with EYs staff – this will support arrangements and be an opportunity to model knife and fork skills, speaking and listening, etc. Children will return to the unit at 12:00 (Play will come later at 13:00, supervised by: 13.00-13:30 LTSAs and 13:00:13:30-14:00 PB and EG).
- Children eating in the top and lower halls will be served a hot dinner as normal.
- Spaces will be allocated for children (numbered and kept the same each day)

Packed Lunches

Will be eaten in the allocated space as above.

Appendix B – Drop Off/Pick Up Map and Schedule



Nursery Drop Off/Collection Times:

- 08:30/11:30 & 12:30/15:30

Reception Drop Off/Collection Times:

- Milne: 8:45/15:00
- Potter: 8:45/15:00

Year 1/2 Drop Off/Collection Times:

- Y1 Kipling: 08:50/15:05
- Y1 Anderson: 08:50/15:05
- Y2 Nesbit: 8:55/15:15
- Y2 Barrie: 8:55/15:15

Year 3/4 Drop Off/Collection Times:

- Y3 Dickens: 08:45/15:10
- Y3 Carroll: 08:45/15:10
- Y4 Lewis: 08:50/15:15
- Y4 Blyton: 08:50/15:15

Year 5/6 Drop Off/Collection Times:

- Y5 Zephaniah: 8:45/15:05
- Y5 Shakespeare: 8:45/15:05
- Y6 Bronte: 8:55/15:15
- Y6 Austen: 8:55/15:15