

# COVID-19: Operational Risk Assessment for Shacklewell Primary School

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education as follows:

Assessment conducted by:	Rory McGrath and Alia Choudhry	Job title:	Headteacher and Federation Business Manager	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
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Date of assessment:	26.04.21	Review interval:	Two weekly (term time)	Date of next review:	11.05.21
Headteacher	Rory McGrath	Executive Head	Nicole Reid	Chair of Governors	Chris Howard Hackney

Related documents	
<p><b>Trust/Local Authority documents:</b></p> <ul style="list-style-type: none"> <li><a href="#">Good practice guide for asymptomatic testing in schools</a></li> <li><a href="#">Covid-19 Public Health Resources - Early Years Practitioners</a></li> <li><a href="#">Planning for a September 2020 Start: Principles and Priorities for Hackney Schools</a></li> <li><a href="#">Guidance to support headteachers</a></li> <li><a href="#">Guidance to support remote working</a></li> <li><a href="#">Wellbeing guidance for staff</a></li> </ul>	<p><b>Government guidance:</b></p> <ul style="list-style-type: none"> <li><a href="#">Guidance for schools: coronavirus (COVID 19)</a> - updated 5th March 2021</li> <li><a href="#">Shielding Guidance</a> - updated 16th April 2021</li> <li><a href="#">Annex A: Risk Assessment</a> - updated 6th April 2021</li> <li><a href="#">Contingency framework: education and childcare settings (excluding universities)</a> - updated 22nd February 2021</li> <li><a href="#">Guidance for full opening: September 2020</a> - 7th September 2020</li> <li><a href="#">Actions for Early Years and childcare providers during the coronavirus (COVID-19) outbreak</a> - 13th April 2021</li> <li><a href="#">What to do if a child or adult is displaying symptoms, or is a confirmed case, of coronavirus (COVID-19) in an early years setting</a> - February 2021</li> <li><a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a> - 1st June 2020</li> <li><a href="#">Safe working in education, childcare and children's social care settings, including the use of PPE</a> - 1st March 2020</li> <li><a href="#">COVID-19: cleaning in non-healthcare settings</a> - 16th October 2020</li> <li><a href="#">Providing school meals during the coronavirus outbreak</a> - 14th April 2021</li> <li><a href="#">Face coverings in education</a> - 6th April 2021</li> <li><a href="#">Coronavirus test kits for schools</a> - 22nd April 2021</li> <li><a href="#">Safe working in education</a> - 11th March 2021</li> <li><a href="#">Safer travel guidance for passengers</a> - 19th April 2021</li> <li><a href="#">Get help with technology</a> - 4th March 2021</li> <li><a href="#">School attendance</a> - 7th January 2021</li> </ul>

Key New Wave Documents					
<a href="#">Health and Safety Addendum</a>	<a href="#">Safeguarding Addendum</a>	<a href="#">NWF Visitor Agreement</a>	<a href="#">Whole Staff Medical RA (HE)</a>	<a href="#">Accident &amp; PPE Use Procedures</a>	<a href="#">Rapid Response Procedures</a>
<a href="#">Oakhouse Interiors</a>	<a href="#">BIRKIN Covid RA</a>	<a href="#">Ashlyns Covid RA</a>	<a href="#">Morning Sky</a>	<a href="#">Workplace Fire Solutions</a>	<a href="#">Hackney &amp; City Standard Operating Procedures</a>

## Risk matrix

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

Areas for concern	Risk prior to action (H/M/L)	Control measures	Further action/comments	Residual risk rating (H/M/L)
<b>1. Virus control protocols</b>				
<b>1.1 Notification of or suspected case of Covid -19 procedure</b>				
<p><b>A member of the school displays symptoms associated with Covid-19</b></p> <p><b>A member of the school community reports a positive Covid-19 test result</b></p>	H	<ul style="list-style-type: none"> <li>Everyone who has had close contact with the affected person will be told not to attend school if they need to self-isolate under current guidance. Regular reminders will be given about this expectation.</li> <li>Anyone self-isolating with symptoms will be advised to access testing <a href="#">NHS Covid-19 Testing</a> and engage with the NHS Test and Trace process- <a href="#">Test and Trace Website</a> <ul style="list-style-type: none"> <li>If a member of the school community tests positive, the NHS test and trace service will offer advice to those who've been in contact with the individual.</li> <li>Families, staff and children will be supported to book a test because all children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>Staff can get priority access to testing kits from government testing sites.</li> <li>The most vulnerable families who cannot access a testing kit will be offered one of the school testing kits.</li> <li>All members of the community will be made aware of the expectations for Test and Trace and they may be required to provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test &amp; Trace. To support this process, a record will be taken of children and staff in specific groups/rooms and of close contact that takes place between children and staff and the timing of those activities/interactions</li> <li>The school leaders will contact PHE and Hackney Education and follow all of their advice when arriving at decisions regarding partial or full closure.</li> <li>Following the government's guidance, for the purposes of the above record keeping, close contact will be defined as:                             <ul style="list-style-type: none"> <li>Anyone who lives in the same household as someone with COVID-19 symptoms or who has tested positive for COVID-19.</li> <li>Direct close contact – face-to-face contact with an infected person for any length of time, within 1 metre, including: being coughed on, a face-to-face conversation, or unprotected physical contact (skin-to-skin)</li> <li>Been within one metre for one minute or longer without face-to-face contact</li> <li>Proximity contacts – extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected person</li> <li>Travelling in the same vehicle or a plane</li> </ul> </li> </ul> </li> <li>If a symptomatic person attends the school they will be sent home immediately or isolated until they can be picked up. The isolation space is clearly marked, sanitised on a daily basis and all members of the community know that this space is reserved for this purpose.</li> <li>In the case of a symptomatic pupil who needs to be supervised before being picked up:                             <ul style="list-style-type: none"> <li>If a distance of 2 metres can't be maintained, supervising staff will wear a fluid-resistant surgical mask</li> <li>If contact is necessary, supervising staff will also wear disposable gloves and a disposable apron</li> <li>If there's a risk of splashing to the eyes, such as from coughing, spitting or vomiting, supervising staff will also wear eye protection</li> <li>Supervising staff will wash their hands thoroughly for 20 seconds after the pupil has been picked up.</li> <li>Covid-19 Testing to be arranged by the child or young person's parent / carer as soon after symptoms are first noticed</li> </ul> </li> <li>A deep clean will take place in the areas that the symptomatic person has been in, and PPE will be disposed of properly following government guidance</li> <li>If we become aware of 2 or more cases linked to your setting the headteacher will inform- PHE LCRC (<a href="mailto:lcrcc@phe.gov.uk">lcrcc@phe.gov.uk</a>/ 0300 303 0450) and City &amp; Hackney Public Health Team (<a href="mailto:HLTCorona-support@hackney.gov.uk">HLTCorona-support@hackney.gov.uk</a>)</li> <li>If a member of the school community tests positive, the NHS test and trace service will offer advice to those who've been in contact with the individual.</li> <li>If a member of the school community is contacted by the NHS test and trace service, they will follow the government guidelines and self-isolate for 10 days.</li> </ul>		M

Someone in a staff member's or child's household identifies as symptomatic or tests positive for Covid-19	H	<ul style="list-style-type: none"> <li>Staff member/child should self isolate and not return to school for 10 days from the day that their household member first noticed symptoms</li> <li>Staff member/parent should request a test for the symptomatic household member and, as a critical worker, they should also request a test for themselves.</li> <li>If a member of the school community is contacted by the NHS test and trace service, they will follow the government guidelines and self-isolate for 10 days.</li> </ul>	M
School is informed that an external visitor who met with staff/ children at school has become symptomatic within 14 days of visiting the school.	H	<ul style="list-style-type: none"> <li>If a visitor to the school has identified as symptomatic within 10 days of being with staff and / or children, remain alert but those who have had contact with visitors do not need to isolate.</li> <li>Encourage the visitor to arrange to be tested as soon as possible if they have not done so already.</li> </ul>	L
<b>1.2 Promoting good hygiene practices</b>			
School community does not fully understand, or implement prevention steps to control the spread of Covid-19	H	<p>At all times the school will support colleagues, children and all members of the school community to follow government guidance on good respiratory health to reduce the likelihood of Covid-19 infection</p> <ul style="list-style-type: none"> <li>minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</li> <li>clean hands thoroughly more often than usual</li> <li>ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</li> <li>introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> <li>minimise contact between individuals and maintain social distancing wherever possible</li> <li>use of face coverings when moving around communal areas such as corridors, playgrounds, reception areas and school gates.</li> <li>where necessary, wear appropriate personal protective equipment. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> <li>Where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>Where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> </ul> </li> <li>members of middle leadership, teaching and support staff unions are consulted to ensure staff understand and know how that it is their responsibility to implement the statements contained above. SLT will make reasonable adjustments based on the suggestions of staff. The governors will ratify the risk assessment after the process of consultation has been completed in school.</li> <li>enhanced signage around the school with reminders of expected behaviour</li> <li>regular communication with families around expected behaviour</li> <li>families and staff advised to carry out covid tests before returning to school in March</li> </ul>	L
<b>1.3 Regular Asymptomatic testing</b>			
Test are not carried out regularly and opportunities to spot asymptomatic cases are missed	H	<ul style="list-style-type: none"> <li>Test kits are made available to all staff.</li> <li>Staff are advised to take tests twice a week and to inform the headteacher in the case of a positive test.</li> <li>Any staff member testing positive is to self isolate and carry out a PCR test for confirmation of infection.</li> <li>Families are encouraged to take tests before children return to school</li> <li>Families will be directed to government guidance in order to arrange at home kits if they cannot get to a rapid test centre</li> </ul>	I
<b>2. Establishing a systematic process of opening for all children</b>			
<b>2.1 Organisation of teaching spaces</b>			
Classroom layout does not follow guidelines and thus puts more children and adults at risk	H	<ul style="list-style-type: none"> <li>Timetables/staffing amended allowing for reduced numbers in line with government guidance</li> <li>Classrooms re-modelled, with chairs and desks in rows, facing forward when possible</li> <li>Unnecessary furniture removed from desks so they cannot be used.</li> <li>Hand sanitisers available at entrance of all classrooms</li> <li>Staff working across bubbles are encouraged to keep a 2 metre distance from pupils and other adults.</li> <li>Pupils remain within their year group bubble throughout the day</li> <li>Integrity of year group bubbles remains throughout the day</li> <li>Teachers to be aware of any pupils travelling from abroad and act accordingly to safeguard pupils and staff</li> <li>SEND pupils are given social stories about the changes in the classroom and the importance of remaining with their year group.</li> <li>Teachers have a marked 2 metre space at the front of their classroom to support social distancing.</li> <li>Pupils to sanitise hands on entry and exit to classroom</li> <li>Ideally, adults should maintain 2 metre distance from each other, and from children. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> </ul>	M

Access to shared areas in the school will pose a risk to integrity of pupil groups	M	<ul style="list-style-type: none"> <li>Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching.</li> <li>Large gatherings prohibited.</li> <li>Design layout and arrangements in place to adhere to most recent government guidance.</li> </ul>	<ul style="list-style-type: none"> <li>All timetables for shared spaces (library, playgrounds, halls) adapted and communicated with relevant staff</li> <li>Assemblies held virtually using digital technology</li> <li>Floor markings, where appropriate, indicate routes of travel</li> <li>SEND pupils are given social stories about the changes in the school and the importance of remaining with their year group</li> <li>Corridors are kept clear and groups are timetabled to move along them at different times.</li> <li>Break and lunch times are staggered to limit potential crossover between bubbles.</li> </ul>	L
Ventilation in classroom spaces is not adequate to minimise the risk of the virus spreading	H	<ul style="list-style-type: none"> <li>All windows in classrooms, corridors and shared spaces to be open at all times to allow for natural ventilation</li> </ul>	<ul style="list-style-type: none"> <li>Children permitted to wear warmer clothes in the classroom when the weather is cold</li> <li>Windows remain open throughout the day - more widely at break and lunch times and less during lesson time due to low temperatures.</li> </ul>	L
<b>2.2 Availability of staff</b>				
The number of staff who are available is lower than that required to teach classes and operate the school effectively and safely	M	<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> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>Full use is made of testing to inform staff deployment.</li> <li>All staff are advised to take lateral flow tests twice a week</li> </ul>	<ul style="list-style-type: none"> <li>All staff complete vulnerability risk assessment so that SLT can be kept informed of staff health and wellbeing. Staff are aware that they can approach any SLT with changes to their health. Hackney Education templates will continue to be used to complete this process.</li> <li>The school has identified a number for minimal permissible staffing to support safe, extended opening of the school. One member of SLT who is a Designated Safeguarding Lead must always be on site. In addition, there will always be enough teaching and support staff to cover classes and playtimes safely. Special consideration in this area is the provision for the school catering team. Should a majority of this team become unwell, or be required to isolate, advice from the Executive Headteacher and/or Hackney Education would be sought.</li> <li>All staff are given clear guidance on what to do if they suspect they, or a member of their household has developed symptoms. Testing information is shared with staff along with guidance as to how to get tested</li> <li>Existing school systems in place and SLT keep abreast of wellbeing checks and staff are aware that they can approach any SLT with changes to their health</li> <li>SENCO to communicate with teaching assistants about the specific needs and strategies to support the children they will be working with if redeployed to cover staff absences</li> <li>Staff who are shielding or required to self isolate, and are well enough to do so, will be assigned meaningful work to complete from home. The required technology would be made available to these members of staff.</li> </ul>	L
<b>2.3 The school day</b>				
The start and end of the school day create risks of breaching appropriate distancing guidelines and encouraging large groups to gather	H	<ul style="list-style-type: none"> <li>Start and departure times are staggered.</li> <li>The number of entrances and exits to be used is maximised.</li> <li>Different entrances/exits are used for different groups.</li> <li>Staff and parents are to wear face masks when dropping off and picking up children.</li> <li>Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating including a one way system through the school grounds.</li> <li>Floor markings are visible where it is necessary to manage any queuing.</li> <li>Attendance patterns have been optimised to ensure maximum safety.</li> </ul>	<ul style="list-style-type: none"> <li>Staggered start times are used so that some year groups come in at 8:45am and others come in at 8:55am to avoid any unnecessary gathering.</li> <li>Gates are opened promptly and pupils enter the playground to line up in a socially distanced line.</li> <li>Staggered departure times between 3.15pm - 3.30pm lowers risk of large gatherings or reduced social distancing between adults at the end of the day</li> <li>Families will be reminded of the need to observe social distancing and wear face masks and any of those who refuse to do so will be addressed directly by the headteacher. All staff members in community facing roles are required to wear a mask when interacting with the wider school community.</li> <li>Children who are not picked up on time will not be mixed together. They will remain with their class leader or a member of the SLT. They will stay in their classroom and the office will inform the member of staff when the parent has arrived. The child will then exit the building via the nearest external access point</li> <li>Late arrivals will be kept at the front gate, and a member of the school team will greet the child/family at the gate. No family member will enter the school site. The child will then be escorted to their class space, using as external a route as possible.</li> <li>All exits and entrances to be used and segregated to certain year groups. The school website and signage will direct families to correct entrances and exits</li> <li>Rota for SLT presence on every exit and entrance at all arrival and dismissal times</li> <li>One parent per family is allowed onto the school site for collection with a strict one way system in place.</li> <li>Sanitisers in outside area of the school near entrance gates</li> <li>Social stories and visuals provided for SEND pupils about changes (e.g the schedule of the day)</li> </ul>	M

## 2.4 Planning movement around the school

<p><b>Movement around the school risks breaching social distancing guidelines</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Circulation plans have been reviewed and revised.</li> <li>• One-way systems are in place where possible.</li> <li>• Corridors are divided where feasible.</li> <li>• Appropriate signage is in place to clarify circulation routes.</li> <li>• Pinch points and bottlenecks are identified and managed accordingly.</li> <li>• Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round.</li> <li>• Pupils are regularly briefed regarding observing social distancing guidance and the importance of keeping bubbles apart.</li> <li>• Appropriate duty rota and levels of supervision are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to wear face coverings when moving around the school</li> <li>• Staff briefed on circulation plans</li> <li>• One way systems are in place where necessary</li> <li>• Groups and classes to use outside routes wherever possible</li> <li>• Pinch points will be monitored by staff</li> <li>• Pupil mobility around the school is restricted</li> <li>• There are no lesson changeovers apart from PE</li> <li>• Supervision and staff rotas are shared</li> <li>• Social stories for SEND pupils about changes (e.g. the layout of the school)</li> </ul>	<p>M</p>
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## 2.5 Curriculum organisation

<p><b>Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Gaps in learning are assessed and addressed in teachers' planning.</li> <li>• Plans for intervention are in place for those pupils who have fallen behind in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Curricula teams have compiled end of year expectations for teachers to use in their planning with adjustments made to ensure core knowledge is in place before moving on; subject leaders will monitor the successful delivery of these objectives</li> <li>• Interventions are focused on social/emotional development and core skills such as early reading - phonics and reading fluency and maths place value and number knowledge and skills</li> <li>• Children to be taught in year group bubble reading groups aligned to reading levels assessed at the start of autumn term</li> <li>• Timetables adjusted for phonics and reading lessons so that highly skilled teaching assistants can teach classes in different year groups ensuring small group teaching tailored to the needs of different groups within year group bubbles</li> <li>• Additional maths groups to support the catch up programme.</li> <li>• Review the learning of SEND pupils and plan for interventions to assist those that have fallen further behind.</li> </ul>	<p>L</p>
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## 2.6 Staff workspaces

<p><b>Staff rooms and offices do not allow for observation of distancing guidelines</b></p>	<p>H</p>	<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 distancing.</li> <li>• Staff have been briefed on the use of these rooms.</li> </ul>	<ul style="list-style-type: none"> <li>• The staff room and other communal spaces have been taken out of action to avoid staff congregating.</li> <li>• Staff signage in place, excess furniture removed</li> <li>• Staff briefed via email and remote meetings upon return</li> <li>• Staff areas well equipped with sanitiser and, where appropriate soap and hand washing facilities.</li> </ul>	<p>L</p>
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## 2.7 Governance and policy

<p><b>Governors are not fully informed or involved in making key decisions</b></p>	<p>L</p>	<ul style="list-style-type: none"> <li>• Online meetings are held regularly with governors.</li> <li>• Governing bodies are involved in key decisions on reopening.</li> <li>• Governors are briefed regularly on the latest government guidance and its implications for the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Governors are briefed on all major decisions including school reopening/FSM/Pupil learning/recruitment/Premises through online meetings and shared communication via email</li> </ul>	<p>L</p>
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## 2.8 Policy review

<p><b>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</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>• Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• The fire evacuation procedures which pupils of differing classes will need to adapt to new fire escape routes via regular fire drills</li> <li>• Additional emphasis on safeguarding in online delivery of remote learning and behaviour expectations for pupils when working remotely</li> <li>• Additional members of SLT have First Aid at Work training</li> <li>• Medical policy addendum – all children displaying symptoms to be isolated and removed from site</li> <li>• Safeguarding addendum added</li> <li>• Health and Safety addendum reviewed and added</li> </ul>	<p>L</p>
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2.9 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"> <li>Communication strategies for the following groups are in place: <ul style="list-style-type: none"> <li>Staff</li> <li>Pupils</li> <li>Parents</li> <li>Governors</li> <li>Local authority</li> <li>Regional Schools Commissioner</li> <li>Professional associations</li> <li>Other partners</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>All groups have been fully informed of all matters progressing through open line of communication</li> <li>Refreshed communication will be circulated ahead of school reopening as well as regular updates throughout the term where necessary</li> <li>Governors are updated via the Executive Headteacher</li> <li>Parent council and governors meetings to continue remotely to ensure the community are clear on expectations and important points are clarified as required.</li> <li>SLT attendance at ongoing LA meetings will continue to take place</li> </ul>	L
2.10 Staff induction and CPD				
Staff are not trained in new procedures, leading to risks to health <u>New Wave Staff FAQ</u>	M	<ul style="list-style-type: none"> <li>A revised staff handbook is issued to all staff prior to reopening.</li> <li>Induction and CPD programmes are in operation for all staff prior to reopening, 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>	<ul style="list-style-type: none"> <li>Staff updates are frequent and informative as to government and local authority guidance as to changes as a result of Covid-19</li> <li>Infection control/Fire safety and procedures/ were all shared with staff before the admission of pupils on the 7th September</li> <li>Infection control - regular cleaning and sanitising of areas of work, increased hygiene procedures and social distancing</li> <li>Those families identified on the schools safeguarding risk registers receive frequent phone calls including increased regularity of communication with social workers - see safeguarding addendum</li> </ul>	L
New staff are not aware of policies and procedures prior to starting at the school	L	<ul style="list-style-type: none"> <li>Induction programmes are in place for all new staff – either online or in-school – prior to starting.</li> <li>The revised staff handbook is issued to all new staff prior to starting.</li> </ul>	<ul style="list-style-type: none"> <li>Staff induction continue as guided by our safer recruitment practices</li> <li>Staff induction packs available online and in school</li> </ul>	L
2.11 Risk assessments				
Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of guidance.	H	<ul style="list-style-type: none"> <li>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"> <li>Different areas of the school</li> <li>When pupils enter and leave school</li> <li>During movement around school</li> <li>During break and lunch times</li> <li>Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul> </li> <li>Risks and mitigation strategies are communicated effectively to all members of the school staff regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Expectations on the entry and exit of pupils are the same however have been adapted to ensure all guidance is followed including using separate entrances</li> <li>Teachers have been given guidance on how to tailor learning so that sharing of resources is limited</li> <li>Stationery will be independent for each pupil, resources and books will be laid out by staff prior to each group session</li> <li>Resources easily accessible to individual pupils to minimise movement within the classroom</li> <li>Movement is restricted to allow only two classes to move around the school at a time</li> <li>Lunch halls, seating and the lunch service areas have been marked and signed to ensure distance is kept</li> <li>Children with medical plans/EHCP have personal RA reviewed regularly</li> <li>Staff at higher risk have personal RA reviewed regularly</li> </ul>	L
2.12 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	H	<ul style="list-style-type: none"> <li>The details of how pupils will travel to and from school are known prior to opening.</li> <li>Communication from Transport for London and government guidance is used as a basis for planning staggered start and departure times.</li> </ul>	<ul style="list-style-type: none"> <li>School communication to parents prior to opening indicate leniency is given to pupils arriving late</li> <li>Use travel data from SIMS on mode of transport travels to be used to identify pupils having to use public transport</li> <li>Families are encouraged to use sustainable modes of transport to attend school</li> <li>TFL and Sustrans resources consulted with to find out about local adaptations to bus routes, street widening and other transport issues.</li> </ul>	L
2.13 Educational Visits				

Educational visits will pose additional risks or virus spread due to reduced levels of control over the environment	H	<ul style="list-style-type: none"> <li>No educational visits will occur whilst the country is under national lockdown</li> <li>Non-overnight domestic educational visits can take place in the same pupil groups, but only subject to a separate risk assessment that considers the coronavirus measures in place at the destination.</li> </ul>	<ul style="list-style-type: none"> <li>The educational purpose, duration and distance from the school is carefully considered before any trip is planned, confirmed or attended. These guidelines apply for trips to local open spaces only until national restrictions change</li> <li>Usual procedures for risk assessing the location are completed at least 6 weeks ahead of the trip, to allow for SLT confirmation.</li> <li>Destination of the trip must produce a site specific risk assessment that meets the school's expectations for Covid-19 prevention.</li> <li>Parental communication outlines the intention and the risk management systems in place. Parent volunteers will not be able to attend any trip.</li> <li>Additional adaptations to the above may need to be considered for children with SEND</li> </ul>	M
<b>2.14 Physical Activity</b>				
Increased levels of respiration and contact during physical activity will pose additional risks of spreading the virus.	H	<ul style="list-style-type: none"> <li>Pupils will remain in their bubbles for all physical activity.</li> <li>Sports equipment has been assigned to bubbles and will be cleaned regularly.</li> <li>Additional specialist sports equipment will be thoroughly cleaned between use by different bubbles.</li> <li>Contact sports will be avoided.</li> <li>Outdoor sports will be prioritised.</li> <li>Indoor sports will be carried out in the school hall with good levels of ventilation and regular cleaning.</li> </ul>	<ul style="list-style-type: none"> <li>Coaches will plan for activities that meet these requirements while still meeting the needs for a broad and developmental PE offer.</li> <li>Coaches will be provided with any additional PE and cleaning resources required to ensure that lessons can be carried out that meet the requirements.</li> <li>Weather permitting, all lessons will take place outside</li> </ul>	M
<b>2.15 Ventilation</b>				
Ventilation is not properly managed, leading to additional risk of spreading the virus.	H	<ul style="list-style-type: none"> <li>All spaces in the school will be well ventilated</li> <li>All staff are aware of the need for proper ventilation</li> </ul>	<ul style="list-style-type: none"> <li>Where available mechanical ventilation systems are adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance</li> <li>Natural ventilation – opening windows (in cooler weather windows are opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space).</li> <li>Opening internal doors also used to assist with creating a throughput of air natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> </ul>	M
The need for increased ventilation leads to uncomfortable learning and working environment	H	<ul style="list-style-type: none"> <li>The need for ventilation will be balanced against the need to maintain comfortable temperatures within school</li> <li>Comfortable temperatures will be maintained in a variety of ways as listed</li> </ul>	<ul style="list-style-type: none"> <li>opening high level windows in preference to low level to reduce draughts</li> <li>increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</li> <li>providing flexibility to allow additional, suitable indoor clothing.</li> <li>Rearranging furniture where possible to avoid direct drafts</li> <li>Using heating as necessary to ensure comfort levels are maintained particularly in occupied spaces</li> </ul>	M
<b>3. Contingency planning for remote education</b>				
<b>3.1 Organisation of resources</b>				
Changes to reopening mean that children do not yet have access to devices in order to access remote learning.	M	<ul style="list-style-type: none"> <li>Class teachers will ensure all iPads in Y4-6 are ready to be sent home along with chargers</li> <li>Parents will be allocated a time slot to collect devices</li> <li>Site supervisors will ensure all chargers and devices are prepared for a 'contact free' collection</li> </ul>	<ul style="list-style-type: none"> <li>Parents will adhere to guidance when attending school to collect devices</li> <li>A sign out sheet will be used to track those 1:1 devices taken off site</li> <li>A temporary home agreement will be signed by children in Y3 or below that require a device</li> <li>Office staff will retain copies of all sign outs</li> </ul>	L
<b>3.2 Provision of free school meals</b>				
Changes to reopening will result in some children that are eligible for free school meals being unable to receive these	M	<ul style="list-style-type: none"> <li>Parents are able to call the school office to collect a free packed lunch for children</li> <li>Kitchen staff allocate time to make packed lunches each day</li> <li>'No contact' collection of packed lunches will be arranged at the front of school</li> </ul>	<ul style="list-style-type: none"> <li>Packed lunch provision communicated to all staff</li> <li>Parents to wear face coverings when entering the site to collect lunches</li> <li>Site supervisors to place lunches on a trolley outside of the school office, under the shelter, for parents to collect at 11.00am each day</li> </ul>	L

School cannot maintain consistent contact with children and families during remote learning	M	<ul style="list-style-type: none"> <li>• Safeguarding register used to track contact with all families</li> <li>• Remote learning plans to include video calls with all pupils</li> <li>• Devices and internet connection provided for those that do not have access</li> <li>• Most vulnerable learners to attend school</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to record type of contact had with children daily</li> <li>• SLT assigned to call families and children that do not make contact</li> <li>• SENDCo assigned to provide additional calls to EHCP children not attending in school provision</li> <li>• Office staff to continue first day calling procedures for children learning in school</li> </ul>	L
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4. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19

4.1 Cleaning

Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	H	<ul style="list-style-type: none"> <li>• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.</li> <li>• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> <li>• Working hours for cleaning staff are increased.</li> </ul>	<ul style="list-style-type: none"> <li>• Thorough daily cleaning has continued in the school throughout this period and will continue</li> <li>• Cleaning company has sent updated staff guidance and cleaning regimes to Hackney Council and school</li> <li>• Additional cleaner in school employed from 11-2pm to ensure pinch points are cleaned</li> <li>• Additional cleaning anti-bacterial product has been supplied in school to key staff and premises team</li> <li>• Wipes are available for cleaning areas</li> <li>• An additional cleaning company is on hand to assist with deep cleans</li> </ul>	M
Cleaning in case of confirmed case or staff member/pupil displaying symptoms	H	<ul style="list-style-type: none"> <li>• Measures taken to ensure all cleaning is deployed in line with government guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Use standard cleaning products to clean and disinfect frequently touched objects and surfaces, including:                             <ul style="list-style-type: none"> <li>Classroom desks and tables</li> <li>Bathroom facilities (including taps and flush buttons)</li> <li>Door and window handles</li> <li>Furniture</li> <li>Light switches</li> <li>Reception desks</li> <li>Teaching and learning aids</li> <li>Computer equipment (including keyboard and mouse)</li> <li>Sports equipment</li> <li>Toys</li> <li>Telephones and buzzers</li> </ul> </li> <li>• Remove rubbish daily and dispose of it safely.</li> </ul> <p>Clean and disinfect surfaces the person has come into contact with, including:</p> <ul style="list-style-type: none"> <li>• Objects which are visibly contaminated with body fluids</li> <li>• All potentially contaminated high-contact areas (e.g. bathrooms, door handles, telephones, grab-rails in corridors and desks)</li> <li>• No need to clean public areas passed through briefly (e.g. corridors) which aren't visibly contaminated with body fluids</li> </ul> <p>When cleaning hard surfaces and sanitary fittings, use either:</p> <ul style="list-style-type: none"> <li>• Disposable cloths, or</li> <li>• Paper rolls and disposable mop heads</li> </ul> <p>When cleaning and disinfecting, use either:</p> <ul style="list-style-type: none"> <li>• A combined detergent/disinfectant solution at a dilution of 1,000 parts per million available chlorine</li> <li>• A household detergent, followed by a disinfectant with the same dilution as above</li> <li>• An alternative disinfectant, that's effective against enveloped viruses</li> </ul> <p>Make sure all cleaning staff:</p> <ul style="list-style-type: none"> <li>• Wear disposable gloves and apron</li> <li>• Wash their hands with soap and water once they remove their gloves and apron</li> </ul> <p>If there's a higher level of contamination (e.g. the individual has slept somewhere) or there's visible contamination with body fluids, you might need to provide cleaning staff with a surgical mask or full-face visor. The local health protection team's risk assessment will let you know if you need this equipment.</p> <ul style="list-style-type: none"> <li>• Wash any possibly contaminated fabric items, like curtains and beddings, in a washing machine. Clean and disinfect anything used for transporting these items with standard cleaning products.</li> </ul>	M



			<ul style="list-style-type: none"> <li>• Launder any possibly contaminated items on the hottest temperature the fabric will tolerate.</li> <li>• If items can't be cleaned using detergents or laundering (e.g. upholstered furniture), use steam cleaning.</li> <li>• Dispose of any items that are heavily soiled or contaminated with body fluids.</li> <li>• Keep any waste from possible cases and cleaning of those areas (e.g. tissues, disposable cloths and mop heads) in a plastic rubbish bag and tie when full.</li> <li>• Place these bags in a suitable and secure place away from children and mark them for storage.</li> <li>• Wait until you know the test results to take the waste out of storage.</li> <li>• If the individual tests negative, put the bags in with normal waste.</li> <li>• If the individual tests positive, then you'll need a safe and secure place (away from children) where you can store waste for 72 hours.</li> <li>• If you don't have a secure place, you'll need to arrange for a collection for 'category B' infectious waste from either your: <ul style="list-style-type: none"> <li>• Waste collection authority by a specialist clinical waste contractor</li> <li>• If adults or children present allergic reactions to cleaning materials used the material will be changed. Normal procedures around allergic reactions will be followed in the first instance.</li> </ul> </li> </ul>	
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#### 4.2 Hygiene and handwashing

<b>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</b>	H	<ul style="list-style-type: none"> <li>• An audit of hand washing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>• Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>• All classrooms communal areas have hand sanitisers installed</li> <li>• Hand soap and liquid soap is near all sinks for adults and pupils</li> <li>• Additional adult liquid soap is available in all staff rooms</li> <li>• Hand washing regime and frequencies have been timetabled within the school day</li> <li>• Additional sinks in playgrounds have been installed</li> </ul>	L
<b>Pupils forget to wash their hands regularly and frequently</b>	H	<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> <li>• Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</li> <li>• School leaders monitor the extent to which hand washing is taking place on a regular and frequent basis.</li> </ul>	<ul style="list-style-type: none"> <li>• School day starts with teachers informing pupils and showing them with actions how to wash hands</li> <li>• Posters are near all sanitising and soap units to encourage and remind staff</li> <li>• Hand washing is timetabled into the school day</li> <li>• Hand washing video to be played each day with associated curriculum activities</li> </ul> <p>Upon return and departure of classrooms hand washing and sanitising is encouraged including:</p> <ul style="list-style-type: none"> <li>• After coming into school</li> <li>• After sneezing or coughing</li> <li>• Before and after handling or eating food</li> <li>• After going to the toilet</li> <li>• Before and after staff hand out food packages</li> <li>• SEND social stories and visuals about the importance of washing hands.</li> <li>• Teacher or support staff to model washing hands with SEND pupils.</li> </ul>	L

#### 4.3 Clothing/fabric

<b>Not wearing clean clothes each day may increase the risk of the virus spreading</b>	M	<ul style="list-style-type: none"> <li>• Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks.</li> <li>• Expectations and guidance are communicated to parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are vigilant in identifying pupils with dirty clothes.</li> <li>• Pupils are encouraged to limit bringing additional clothing to school</li> <li>• Additional clothing will need to be stored in school bags provided by the parents</li> <li>• Pupils will wear their PE kits to school on the days that they are being taught PE.</li> </ul>	L
<b>The use of fabric chairs may increase the risk of the virus spreading</b>	H	<ul style="list-style-type: none"> <li>• Take fabric chairs out of use where possible.</li> <li>• Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	<ul style="list-style-type: none"> <li>• Fabric chairs only used by class teachers/office staff identified person use only</li> <li>• All pupil chairs are hard surfaced and will be wiped daily</li> <li>• Each pupil to be assigned a seat and desk not to be used by others</li> <li>• SEND pupils have a photo of themselves at the desk to remind them of their spot in the classroom.</li> </ul>	L

#### 4.4 Testing and managing symptoms

Testing is not used effectively to help manage staffing levels and support staff wellbeing <u>Covid 19 Reopening Staff guidance</u>	H	<ul style="list-style-type: none"> <li>• Test Kits are provided to all staff.</li> <li>• Staff receive guidance on successful use of test kits.</li> <li>• Staff are advised to take two tests a week.</li> <li>• Guidance on getting tested has been published.</li> <li>• The guidance has been explained to staff as part of the induction process.</li> <li>• Post-testing support is available for staff through the school's health provider.</li> </ul>	<ul style="list-style-type: none"> <li>• Testing emails are sent by SLT to staff to inform regarding localised testing</li> <li>• Staff induction will include a hand out on COVID19 safety practice</li> <li>• Post testing support will be provided through our HR provider</li> </ul>	L
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	H	<ul style="list-style-type: none"> <li>• Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> <li>• 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.</li> <li>• Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply.</li> <li>• A record of any COVID-19 symptoms in staff or pupils is reported to the local authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Offices are recording data absence of all staff members who have displayed symptoms and not been tested prior to testing becoming available</li> <li>• Staff member/adult in the home should request a test for the symptomatic household member</li> <li>• Headteachers ensure wellbeing checks are made to staff and checks with families of pupils that display symptoms</li> <li>• All entrance gates have contact numbers and emails of the school to be able to provide any further information if parents are unclear</li> <li>• LA collects staff sickness data on staff members via iTrent</li> <li>• All staff complete vulnerability risk assessment so that SLT can be kept informed of staff health and wellbeing. Staff are aware that they can approach any SLT with changes to their health. Hackney Education templates will continue to be used to complete this process.</li> </ul>	M
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 <u>Accident &amp; PPE Use Procedures</u>	H	<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> <li>• This guidance has been explained to staff and pupils as part of the induction process.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders are briefed with all new legislation related to school – staff updated via emails and handouts, families via letters emailed and uploaded onto the websites</li> <li>• Self-isolation and testing emails have been shared with staff members</li> <li>• Staff meeting have taken place on Google hangouts informing staff of symptoms and clear protocols on accidents/ PPE that needs to be worn and what do to if pupils display symptoms</li> <li>• Regular updates are held</li> <li>• Staff are referred to government guidance on PPE in schools.</li> </ul>	M
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school <u>Rapid Response Procedures</u>	H	<ul style="list-style-type: none"> <li>• Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> <li>• This guidance has been explained to staff and pupils as part of the induction process.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• The Executive Head has confirmed with SLT the schools protocol – any confirmed cases will be followed by school closure</li> <li>• Senior staff are briefed on what to do if a case is confirmed</li> <li>• Local Authority have provided a RA to follow shared with SLT</li> <li>• Social Stories/visual aids to support SEND pupils</li> </ul>	L
<b>4.5 First Aid/Designated Safeguarding Leads</b>				
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"> <li>• First Aid certificates extended for three months.</li> <li>• A programme for training additional staff is in place.</li> <li>• Collaborative arrangements for sharing staff with other schools in the locality have been agreed.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate First Aiders are available and SLT have also completed First Aid at Work to ensure that numbers are within ratio</li> <li>• Paediatric numbers are adequate and retraining will be organised for those who have 3 months extensions on their qualification</li> <li>• Staff training worksheets are circulated to SLT on a regular basis to identify training needs</li> <li>• The Designated Safeguarding Lead and/or a deputy is available on site at all times</li> </ul>	L
<b>4.6 Medical rooms</b>				
Medical rooms are not adequately equipped or configured to maintain infection control	H	<ul style="list-style-type: none"> <li>• Social distancing provisions are in place for medical rooms.</li> <li>• Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>• Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>	<ul style="list-style-type: none"> <li>• Medical rooms and designated toilet facilities have been allocated, signposted and shared with all staff</li> <li>• Additional PPE boxes have been allocated to medical cupboards and each pupil bubble area</li> <li>• Premises staff and additional cleaning staff will be supplied to staff cleaning specific areas</li> <li>• Additional isolation space identified for Nursery as separate site</li> </ul>	L
<b>4.7 Communication with parents</b>				

<p>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</p> <p><u>New Wave Family Communication Guidance</u></p>	M	<ul style="list-style-type: none"> <li>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.</li> <li>A COVID-19 section on the school website is created and updated.</li> <li>Parent and pupil information packs created.</li> </ul>	<ul style="list-style-type: none"> <li>Covid 19 section has been created on the website with directives on hand washing/symptoms/where to go for support and guidance on government procedures</li> <li>Key messages enforced through regular updates to parents via email and the website</li> </ul>	L
<p>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</p>	H	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.</li> </ul>		M
<b>4.8 Personal Protective Equipment (PPE)</b>				
<p>Provision of PPE for staff where required is not in line with government guidelines</p>	H	<ul style="list-style-type: none"> <li>Masks are available for all staff in order that they can ensure that they wear them in communal areas.</li> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>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.</li> <li>Staff are reminded that wearing gloves is not a substitute for good handwashing.</li> </ul>	<ul style="list-style-type: none"> <li>Current PPE provision has been reviewed and stock has been received to enhance this.</li> <li>All staff have been briefed on the situations when they would be required to wear additional PPE</li> <li>In R &amp; N, if children need changing, they will be encouraged to change themselves. If they need to be helped, adults should wear PPE and follow intimate care guidance. If children soil themselves, parents will be informed and will need to collect children to take them home to get changed.</li> </ul>	M
<b>5. Maximising social distancing measures</b>				
<b>5.1 Pupil behaviour</b>				
<p>Pupils' behaviour on return to school does not comply with social distancing guidance</p> <p><u>New Wave Communication with children guidance</u></p>	H	<ul style="list-style-type: none"> <li>Clear messaging to pupils on the importance and reasons for distancing from those outside of their bubble 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.</li> <li>Staff model appropriate distancing consistently.</li> <li>The movement of pupils around the school is minimised.</li> <li>Large gatherings are avoided.</li> <li>Break times and lunch times are structured to support distancing and are closely supervised.</li> <li>The school's behaviour policy has been revised to include compliance with distancing and this has been communicated to staff, pupils and parents.</li> <li>Messages to parents reinforce the importance of maintaining reasonable distancing in line with government guidance..</li> </ul>	<ul style="list-style-type: none"> <li>Normal procedures are followed for sanctions and rewards and this is reinforced through the class teachers on a daily basis</li> <li>School signage show clear guidance on how to maintain distancing from other bubbles</li> <li>Timetables allow for staggered breaks, different spaces utilised for each group.</li> <li>SLT support staff at break and lunch times to address areas of need.</li> <li>Families are advised if their child needs to be collected for a serious breach of protocols.</li> <li>Weekly SLT meetings have standing item which review pupil behaviour and provision for Covid-19</li> <li>Reduced hours for SEND pupils identified as likely to find the transition back to school difficult.</li> <li>Social Stories and visuals to reiterate expectations/explain why measures are necessary</li> <li>Initial PSED sessions to help children understand the importance of distancing and adopting a 'no touch' policy</li> </ul>	M
<b>5.2 Movement in corridors</b>				
<p>Distancing guidance is breached when pupils circulate in corridors</p>	M	<ul style="list-style-type: none"> <li>Circulation plans have been reviewed and amended.</li> <li>One-way systems are in operation where feasible.</li> <li>Corridors are divided where feasible.</li> <li>Circulation routes are clearly marked with appropriate signage.</li> <li>Any pinch points/bottle necks are identified and managed accordingly.</li> <li>The movement of pupils around school is minimised as much as possible.</li> <li>Where possible, pupils stay in classrooms and staff move around.</li> <li>Lesson change overs are staggered to avoid overcrowding.</li> <li>Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>Appropriate supervision levels are in place.</li> </ul>	<ul style="list-style-type: none"> <li>Circulation plans for pupils are in place to avoid congestion and clashes with other groups of children</li> <li>Movement is devised through timetabled activities ensuring spaces have been allocated to set groups shared with staff to ensure they are aware of which area is being used and when</li> </ul>	L
<b>5.3 Break and lunch times</b>				

Pupils may not observe appropriate distancing at break and lunch times	M	<ul style="list-style-type: none"> <li>Break times and lunch times are staggered for different bubbles.</li> <li>Where two bubbles have the same break/lunch time, external areas are designated for each bubble.</li> <li>Staff allocation is designed to limit the chances of adults coming into close contact with one another.</li> <li>Pupils are reminded about distancing and avoiding touching as break and lunch times begin.</li> <li>Pupils wash their hands before and after eating.</li> <li>Dining area layouts have been configured to ensure distancing between bubbles is maintained.</li> <li>Floor markings are used to manage queues.</li> <li>Guidance has been issued to parents and pupils on packed lunches.</li> <li>Eating areas are cleaned between bubbles and after lunch.</li> </ul>	<ul style="list-style-type: none"> <li>Distancing and 'no touch' reminders throughout the school day and key points</li> <li>Break times and lunch times staggered with bubbles using separate playground spaces and lunch halls</li> <li>Service area marked clearly with signs and markings where to stand ensuring social distancing</li> <li>Groups being brought to the dining area in bubbles with distancing between children when lining up at the service hatch</li> <li>MMS to clean dining tables which have seats marked where not to sit to maintain distance</li> <li>SEND pupils to 'lead' the line to ensure compliance</li> </ul>	L
<b>5.4 Toilets</b>				
Queues for toilets and handwashing risk non-compliance with distancing measures	M	<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>Break and lunch times are staggered to limit the number of children needing to use the facilities at the same time and limit the possibility of children from different bubbles using the toilets at the same time.</li> <li>Floor markings are in place to enable enough distance between groups.</li> <li>Pupils are regularly reminded that they can only use the toilets and sinks one at a time.</li> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>The toilets are cleaned frequently.</li> <li>Monitoring ensures a constant supply of soap and paper towels.</li> <li>Bins are emptied regularly.</li> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>	<ul style="list-style-type: none"> <li>Staff member on duty near the toilet area to ensure distancing</li> <li>Premises managers aware of responsibilities of ensuring soap hand wash towels are all in adequate supply</li> <li>Additional cleaner on site to ensure cleaning of toilets</li> <li>SEND pupils sent to toilet/hand washing facilities before peers</li> </ul>	L
<b>5.5 Medical Rooms</b>				
The configuration of medical rooms may compromise distancing measures	H	<ul style="list-style-type: none"> <li>Provisions are in place for medical rooms to be adequately distanced.</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>	<ul style="list-style-type: none"> <li>Medical room is cleared of excess furniture and is away from the main hubs of pupils</li> <li>Premises managers to be provided PPE to ensure rooms are cleaned thoroughly</li> <li>Waste to be stored in separate bins</li> <li>All pupils to be physically walked-through route to medical room, adult to accompany pupils in the event of them needing to be isolated</li> </ul>	L
<b>5.6 Reception area</b>				
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching distancing guidelines	M	<ul style="list-style-type: none"> <li>Floor markings, continuing outside where necessary, indicate appropriate places to stand.</li> <li>Distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).</li> <li>Non-essential deliveries and visitors to school are minimised.</li> <li>Arrangements are in place for segregation of visitors.</li> <li>All members of staff and visitors to wear face coverings in communal area</li> <li>Glass screen installed in front of reception desk</li> </ul>	<ul style="list-style-type: none"> <li>Reception areas signage in place to state only one person at a time to visit the reception areas</li> <li>Reception closed to external visitors except in extreme circumstances</li> <li>Deliveries minimised as resources needed are limited due to low numbers</li> <li>Communication with families instructs them to call the office to arrange telephone appointments in order to prevent families visiting reception during pick up and drop off times</li> </ul>	L
<b>5.7 Arrival and departure from school</b>				

Pupils and parents congregate at exits and entrances, making distancing measures difficult to apply	M	<ul style="list-style-type: none"> <li>Start and finish times are staggered.</li> <li>The use of available entrances and exits is maximised.</li> <li>Distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.</li> <li>Weekly messages to parents stress the need for distancing at arrival and departure times and avoidance of gathering in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Families are instructed to wear masks when collecting and dropping off children</li> <li>One member of the family to pick up at the end of the school day.</li> <li>Parents entering the school grounds must wear a mask and follow the one way system.</li> <li>All exits and entrances to schools used to promote distancing</li> <li>Staggered timetables in place to ensure congestion is avoided</li> <li>Staggered start and finish times in place</li> <li>A team of staff members led by SLT members to manage the flow of parents through the school grounds when collecting.</li> <li>Markings outside the school to promote social distancing whilst queuing</li> <li>'Fast-tracking' for SEND pupils distressed/frustrated by staggered entrance/exit with a member of staff ready to meet identified children at the gate to ensure they are not waiting</li> </ul>	L
<b>5.8 Transport</b>				
The use of public and school transport by pupils poses risks in terms of distancing <u>Car Parking Permit Applications</u>	H	<ul style="list-style-type: none"> <li>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.</li> <li>Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied. When using dedicated school transport pupils will remain in their bubbles.</li> </ul>	<ul style="list-style-type: none"> <li>Communication shared with families and on the website as to how PPE can be used whilst travelling to school on public transport</li> <li>Pupils using public transport report sent to headteachers to identify those travelling on public transport</li> <li>Pupils reminded in school through daily communications</li> <li>Social Stories and visuals for SEND pupils regarding public transport routines</li> </ul>	M
<b>6. Continuing enhanced protection for children and staff with underlying health conditions</b>				
<b>6.1 Pupils with underlying health issues</b>				
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"> <li>Parents have been provided with clear guidance and this is reinforced on a regular basis.</li> <li>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.</li> <li>The school, and parents are clear about the definitions and associated mitigating strategies in relation to people who are classed as <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b></li> <li><b>Pupils who are classified as clinically extremely vulnerable will not attend the school site as instructed by government guidance.</b></li> </ul>	<ul style="list-style-type: none"> <li>Risk assessments for children with medical illnesses will be completed and RAG rated.</li> <li>The school nurse will be consulted for any child that has a Red rating on their risk assessment.</li> <li>Medical letter sent to all parents to ensure any update to medical needs is known and medication is returned to school</li> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> <li>The medical register will be checked as children enter the school. Any medication they are required to bring will be checked to ensure it has been brought with them</li> <li>WAMHS and MHST available to offer support virtually</li> <li>SENCO to make check-in phone calls to SEND pupils shielding or self isolating twice per week.</li> <li>School nurse team available to offer support virtually</li> </ul>	L
<b>6.2 Staff with underlying health issues</b>				
Staff with underlying health issues or those within vulnerable groups are not identified and so measures have not been put in place to protect them  <a href="#">SLT RA Guidance</a> <a href="#">Whole Staff Medical RA</a> <a href="#">Staff RA Example Letter</a>	H	<ul style="list-style-type: none"> <li>All members of staff with underlying health issues and those within vulnerable groups have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated.</li> <li>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.</li> <li>Staff are clear about the definitions and associated mitigating strategies relating to people who are classed as <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b>.</li> <li><b>Staff who are classified as clinically extremely vulnerable will not attend the school site as instructed by government guidance.</b></li> <li>Current government guidance is being applied.</li> </ul>	<ul style="list-style-type: none"> <li>All government guidance regarding cleanliness and good respiratory hygiene is in place ahead of staff returning to work.</li> <li>All staff complete vulnerability risk assessment so that SLT can be kept informed of staff health and wellbeing. Staff are aware that they can approach any SLT with changes to their health. Hackney Education templates will continue to be used to complete this process.</li> <li>Individuals who are clinically extremely vulnerable are shielding at home and will have received a letter from the government instructing them to do so.</li> <li>Staff who are shielding or required to self isolate, and are well enough to do so, will be assigned meaningful work to complete from home. The required technology would be made available to these members of staff.</li> <li>IF CLINICALLY EXTREMELY VULNERABLE STAFF CANNOT WORK FROM HOME THEY ARE ADVISED NOT TO GO TO WORK and may be eligible for Statutory Sick Pay (SSP) or Employment Support Allowance (ESA).</li> <li>Clinically vulnerable staff or those who were in other ways deemed to be high risk, will have individual conversations with SLT to identify any concerns or adaptations required.</li> </ul>	L
<b>7. Enhancing mental health support for pupils and staff</b>				
<b>7.1 Mental health concerns – pupils</b>				

<p><b>Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> <li>• All staff have been offered bereavement training so that they can support any pupils with these experiences.</li> <li>• There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> <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> <li>• Resources/websites to support the mental health of pupils are provided.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff members have been given specific training from A Space to pre-empt questions that may arise.</li> <li>• Virtual meetings with parents will give insight into challenges pupils have faced and support they may need.</li> <li>• Individual support has been provided to SLT to prepare them for the challenges of reopening and the effects on the community.</li> <li>• Staff guidance to support pupils well-being and mental health shared ahead of wider opening</li> <li>• Timetables for children have been adapted to include a renewed focus on PSHE including PSED for EYFS.</li> <li>• SENCO/Inclusion Lead to make check-in phone call to SEND pupils working from home twice per week</li> <li>• WAMHS and MHST available to offer support virtually</li> <li>• Regular resources are shared with families through the bulletin, website, and social media.</li> </ul>	
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**7.2 Mental health concerns – staff**

<p><b>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</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Staff are encouraged to focus on their wellbeing.</li> <li>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>• Staff briefings and training have included content on wellbeing.</li> <li>• Staff briefings/training on wellbeing are provided.</li> <li>• Staff have been signposted to useful websites and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff members have been given specific training from A Space to pre-empt questions that may arise.</li> <li>• Staff have had resources signposted to promote positive mental health e.g. Headspace app.</li> <li>• Individual support has been provided to SLT to prepare them for the challenges of reopening and the effects on the community.</li> <li>• Standard procedures for staff wellbeing through employers assistance have been communicated.</li> <li>• Staff meetings are all remotely managed or responsibly social distanced.</li> <li>• Resources for staff to have clarity on symptoms and where to access support are circulated via headteacher emails on a weekly basis.</li> </ul>	<p>L</p>
<p><b>Working from home can adversely affect mental health</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Staff working from home due to self-isolation have regular catch-ups with line managers.</li> <li>• Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise.</li> <li>• Appropriate work plans have been agreed with support provided where necessary.</li> <li>• Staff working from home may help provide remote learning for any pupils who need to stay at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Standard procedures for staff wellbeing through employers assistance have been communicated.</li> <li>• Resources for staff to have clarity on symptoms and where to access support are circulated via headteacher emails on a weekly basis</li> <li>• Welfare calls with those staff working from home is on a rota for senior staff.</li> </ul>	<p>L</p>

**7.3 Bereavement support**

<p><b>Pupils and staff are grieving because of loss of friends or family</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>• All staff have been offered bereavement training.</li> <li>• Support is requested from other organisations when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist qualified consultants have been speaking to all staff to offer wellbeing and return to work support about loss and bereavement</li> <li>• New Wave guidance document shared with all staff to support handling of conversations with young people</li> <li>• Access to the LA Employers Access Schemes and Wellbeing scheme are being shared regularly with staff</li> <li>• WAMHS liaison across Federation, offers 1:1 consultations for teachers and support staff</li> <li>• WAMHS and school staff to work together to support pupils 1:1/small groups</li> <li>• SENDCO/Inclusion Lead to order books and resources on loss for children</li> </ul>	<p>L</p>
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**8. Supporting Disadvantaged and Vulnerable Pupils**

**8.1 Maximising Attendance**

<p><b>Disadvantaged and vulnerable pupils are not sufficiently supported to come back to school</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• All families are clearly informed that attendance is mandatory</li> <li>• Plans are put in place to support disadvantaged and vulnerable pupils to return to school</li> <li>• Catch up funding is channelled into providing additional support as required.</li> <li>• School works closely with social workers to plan for maintaining contact with families.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers, SENDCO and SLT plan for the return of key pupils.</li> <li>• Specific families are communicated with extensively to ensure that questions and concerns are answered</li> <li>• Outside agencies,</li> </ul>	<p>L</p>
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**8.2 In cases of self isolation**

Disadvantaged and vulnerable pupils are not sufficiently supported during self isolation	M	<ul style="list-style-type: none"> <li>Disadvantaged and vulnerable families are communicated with regularly to ensure protocols and policies are understood.</li> <li>Additional support is offered as required including referral to outside services.</li> <li>Social workers are informed of any self isolation.</li> <li>Remote learning is closely tracked and all possible interventions are put in place to promote and support engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, SENDCO and SLT make contingency plans for disadvantaged and vulnerable pupils in cases of self isolation.</li> <li>Additional routers, iPads and learning resources are made available to disadvantaged and vulnerable families</li> </ul>	L
<b>9. Operational issues</b>				
<b>9.1 Review of fire procedures</b>				
Fire procedures are not appropriate to cover new arrangements	H	<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>Distancing rules during evacuation and at muster points</li> <li>Possible need for additional muster point(s) to enable bubbles remain distanced from one another</li> </ul> </li> <li>Staff and pupils have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>All rooms have fire exit plans which staff will use to guide pupils to their fire exit points</li> <li>Large playgrounds encourage social distancing on evacuation</li> <li>Additional muster points to be identified upon review</li> <li>Fire alarm tests to be carried out regularly</li> <li>All staff have undergone Fire Marshall training April 2018 with sufficient staff present who have had independent fire marshall training</li> </ul>	M
Fire evacuation drills - unable to apply social distancing effectively	H	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> </ul>	<ul style="list-style-type: none"> <li>Children made aware of amended fire procedures/fire procedures if working in a different class or area of school</li> </ul>	M
Fire marshals absent due to self-isolation	H	<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>		L
<b>9.2 Managing premises on reopening after lengthy closure</b>				
All systems may not be operational	M	<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate.</li> <li>All systems have been recommissioned.</li> </ul>	<ul style="list-style-type: none"> <li>All systems and structures are recommissioned and in place to support a return to work</li> </ul>	M
Statutory compliance has not been completed due to the availability of contractors during lockdown	M	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> </ul>	<ul style="list-style-type: none"> <li>Statutory testing has continued as school sites have been open</li> <li>Legionella testing is in place for the last week in May</li> <li>All contractors to send in COVID 19 RA prior to site visit.</li> <li>All contractors complete visitor registration with a temperature check.</li> </ul>	L
<b>9.3 Contractors working on the school site</b>				
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control <a href="#">Ashlyns Covid RA</a> <a href="#">BIRKIN Covid-19 Response</a> <a href="#">BIRKIN Covid RA</a>	M	<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> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <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 social distancing is maintained at all times.</li> <li>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.</li> <li>Distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>	<ul style="list-style-type: none"> <li>Contractors attending site wear PPE - face masks and gloves and are expected to wash hands on entering the building</li> <li>Outline of requirements and hygiene procedures sent prior to site visit</li> <li>All relevant construction bodies and agencies consulted before return to school sites including providing RA, Method Statements in place with social distance measures adhered to</li> <li>Contractors to access site outside of pupil hours wherever possible</li> <li>When accessing during pupil hours they will remain separate from all pupils</li> <li>All contractors to complete visitor registration with temperature check.</li> </ul>	L
<b>10. Finance</b>				

<p><b>The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>• LA finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>• Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>• Additional sources of income are under exploration.</li> <li>• The school's projected financial position has been shared with governors and LA.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources Meeting held 28th April. New budget agreed and surplus spending plan agreed</li> <li>• All governors sent updates on the financial direction of the school. Bursar provides monthly monitoring to ensure budget is sustainable</li> <li>• Finance Officer keeping records of all additional COVID related costs for possible reimbursement</li> <li>• Income generation being explored by the FSBM</li> </ul>	<p>L</p>
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11. Governance

11.1 Oversight of the governing body

<p><b>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• The governing body continues to meet regularly via online platforms and in person.</li> <li>• The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>• The Executive Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> <li>• Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>• Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and hold leaders to account for areas of statutory responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• All governing body meetings are being held online with the COG and VC receiving regular updates through the Executive Headteacher's reports</li> <li>• Major updates are reported to the full governing body and communication to families is also shared</li> <li>• Clerk to the governors provides minutes of meetings regularly shared with the Governing Board</li> </ul>	<p>L</p>
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12. Additional site-specific issues and risks

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

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<p><b>Headteacher</b></p>	<p>Rory McGrath</p>	<p><b>Executive Headteacher</b></p>	<p>Nicole Reid</p>	<p><b>Chair of Governors</b></p>	<p>Chris Howard</p>	<p><b>Hackney Learning Trust</b></p>	
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