

# COVID-19: Operational Risk Assessment for School Reopening in January 2022

**SCHOOL NAME:**Independent Jewish Day School

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Jodi Schajer Headteacher	12th December 2021	25th April 2022	Staff, pupils, parents, visitors, volunteers, contractors

## Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the re-opening of the school and ensure the school continues to operate in a safe way. This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education: [Actions for schools during the coronavirus outbreak - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/actions-for-schools-during-the-coronavirus-outbreak)

## Other Related Documents:

Relevant Existing Policies	Local Authority/Trust/Union documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2012 The Health Protection (Notification Regulations 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'	Covid19 Education and Skills Service Strategy (July 2021)  Education and Skills Service Recovery Planning support for schools (May 2021)	New operational guidance has been published, in line with step 4 of the road map: <ul style="list-style-type: none"> <li>• <a href="https://www.gov.uk/government/guidance/actions-for-schools-during-the-coronavirus-outbreak">Actions for schools during the coronavirus outbreak</a></li> <li>• <a href="https://www.gov.uk/government/guidance/guidance-for-special-schools-and-other-specialist-settings">Guidance for special schools and other specialist settings</a></li> <li>• <a href="https://www.gov.uk/government/guidance/actions-for-fe-colleges-and-providers-during-the-coronavirus-outbreak">Actions for FE colleges and providers during the coronavirus outbreak</a></li> <li>• <a href="https://www.gov.uk/government/guidance/actions-for-early-years-and-childcare-providers-during-the-coronavirus-outbreak">Actions for early years and childcare providers during the coronavirus outbreak</a></li> <li>• <a href="https://www.gov.uk/government/guidance/use-of-ppe-in-education-childcare-and-childrens-social-care">Use of PPE in education, childcare and children's social care</a></li> </ul> <a href="https://www.hse.gov.uk/coronavirus/">Protect vulnerable workers - Working safely during the coronavirus (COVID-19) pandemic (hse.gov.uk)</a>  <a href="https://www.hse.gov.uk/coronavirus/">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a>

## Risk matrix

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

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
<b>A. Staffing Resources</b>							

1. Risk that there are insufficient staff to support all the pupils to be in school	3	3	9	<ul style="list-style-type: none"> <li>Due to isolation requirements regardless of vaccination status, should staff member test positive for Omicron virus.</li> <li>Test and trace contacts also need to isolate pending PCR results.</li> </ul>	Y	As long as staff are healthy they will teach remotely, however, adults are needed to supervise classes.	9
				<ul style="list-style-type: none"> <li>Establish how many and which staff will be available, if staff develop COVID-19 symptoms and isolating,</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Based on available staffing and any cover you are able to secure, decide how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises.</li> </ul>	Y	Less availability of supply staff.	
				<ul style="list-style-type: none"> <li>Ensure flexible and responsive use of teaching assistants</li> </ul>	Y	Fewer teaching assistants available as they are supporting one to one behaviour needs.	

				<ul style="list-style-type: none"> <li>Ensure there are sufficient support staff available to support those pupils who need a high level of support, including those with SEND whilst minimising changes in contact. Some pupils, for example those with Autism will need to be supported by the same adults, where possible</li> </ul>	Y	Fewer teaching assistants available as they are supporting one to one behaviour needs.	
				<ul style="list-style-type: none"> <li>From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.</li> </ul>	Y	These staff will isolate as advised. Supply will be in place where appropriate. Staff who are sick are not expected to work from home.	
				<ul style="list-style-type: none"> <li>Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school).</li> </ul>	Y	There is a strong SLT to ensure delegation of roles.	
2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning.	3	3	9	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> </ul>	Y	Staff have been encouraged to share their health status regularly.	9
				<ul style="list-style-type: none"> <li>Full use is made of all qualified teachers.</li> </ul>	Y	There are no spare teachers.	
				<ul style="list-style-type: none"> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> </ul>	Y	However, TAs are required to support one to one with severe needs post lockdown.	
				<ul style="list-style-type: none"> <li>Full use is made of test and trace to inform staff deployment i.e. ensure staff who have been instructed to self-isolate through test and trace are not attending school</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>A clear rationale is in place for which pupils will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve.</li> </ul>	Y	This will only be put in place following advice from PHE. Pupils will only be at home if they have tested +ve.	
				<ul style="list-style-type: none"> <li>Where possible, ensure pupils with SEND are prioritised to be in school, -.</li> </ul>	Y		

3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	3	3	9	<ul style="list-style-type: none"> <li>Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.</li> </ul>	Y		9
				<ul style="list-style-type: none"> <li>Ensure visiting staff are aware of hygiene measure and minimise contact to only pupils who need to be taught.</li> </ul>	Y	Posters are displayed throughout school.	
				<ul style="list-style-type: none"> <li>Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.</li> </ul>	N	ITT are part of our staff body on a permanent basis and work alongside children the same as all staff.	
				<ul style="list-style-type: none"> <li>Negotiate the deployment of ITT trainees with their provider to ensure that their training needs are met but contact and distance requirements are adhered to.</li> </ul>	n/a		
4. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	2	6	<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>	Y		6
				<ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>	Y	LA will support as needed	
				<ul style="list-style-type: none"> <li>Ensure First Aid certificates are up to date</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	N	We have a safeguarding team, supported by safeguarding governors.	
5. Risks to health and safety because staff are not trained in new procedures.	3	2	6	<ul style="list-style-type: none"> <li>A revised staff handbook is issued to all staff prior to September start.</li> </ul>	Y		6
				<ul style="list-style-type: none"> <li>Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include: <ul style="list-style-type: none"> <li>Infection control</li> <li>Fire safety and evacuation procedures</li> </ul> </li> </ul>			

				<ul style="list-style-type: none"> <li>o Constructive behaviour management</li> <li>o Safeguarding</li> <li>o Risk management</li> </ul>			
6. Risk that staff who are extremely critically vulnerable are not identified and so measures have not been put in place to protect them.	3	2	6	<ul style="list-style-type: none"> <li>• All members of staff with underlying health conditions have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated. Staff sharing their household with people with underlying health conditions places them at higher risk</li> </ul>	Y		6
				<ul style="list-style-type: none"> <li>• Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Current government guidance is being applied.</li> </ul>	Y		

**B. Teaching Spaces, the Learning and School Environment**

7. Risks of transmission during use of the outdoor learning environment for young children	3	3	9	<ul style="list-style-type: none"> <li>• Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>	Y		9
				<ul style="list-style-type: none"> <li>• Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Resources are limited to facilitate effective cleaning daily</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Only equipment that can be washed or easily cleaned can be used.</li> </ul>	Y		

8. Risks of transmission due to movement around the school.	3	4	12	<ul style="list-style-type: none"> <li>Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible</li> </ul>	Y		
9. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	3	4	12	<ul style="list-style-type: none"> <li>Number of entrances and exits used is maximised</li> </ul>	Y		8
				<ul style="list-style-type: none"> <li>Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Identify drop off and pick up waiting areas that can reduce contacts and maximise distance</li> </ul>	Y	Soft starts are in place.	
				<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Staff, pupils and parents are briefed and signage provided to identify entrances, exits routes</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating</li> </ul>	Y	All movement around school is via outside doors and stairs.	
10. Risk of transmission because pupils do not observe agreed protocols of handwashing.	3	3	9	<ul style="list-style-type: none"> <li>Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>If there are 3 confirmed positive cases in a class group, we will send the class for PCR tests.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food</li> </ul>	Y		

				<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> <li>Children sit in bubbles for lunch times.</li> </ul>	Y		
11. Staff rooms and offices do not allow for observation of reduction of contacts	3	2	6	<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance provisions are in place for medical rooms</li> </ul>	Y		
12. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	2	6	<ul style="list-style-type: none"> <li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>PPE available if staff dealing with pupil with symptoms</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school.</li> </ul>	Y		
13. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	3	9	<ul style="list-style-type: none"> <li>Visitors to school are managed by appointment only.</li> <li>All visitors to wear masks and socially distance</li> <li>All visitors to complete a LFT before attending premises.</li> </ul>	Y	Not all visitors comply with social distancing.	

### C. Hygiene and protective controls

14. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission.	3	3	9	<ul style="list-style-type: none"> <li>Ensure frequent hand cleaning and good respiratory hygiene practices</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Should the number of cases in a class reach 3, or 10% of the school, PCR tests are advised and further measures in place with consultation with PHE.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Regular cleaning</li> </ul>	Y		

15. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	3	4	12	<ul style="list-style-type: none"> <li>Ensure the staff/parents/pupils know the process to get tested.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Ensure that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>PPE on hand.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Active engagement with NHS Test and Trace</li> </ul>	Y		
16. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	3	2	6	<p>Establish arrangements for all frequently touched surfaces and equipment e.g.</p> <ul style="list-style-type: none"> <li>door handles</li> <li>handrails</li> <li>tabletops</li> <li>play equipment</li> <li>toys</li> <li>electronic devices (such as phones)</li> <li>specialist equipment, including equipment used by pupils with SEN</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school.</li> </ul>	Y		
17. Risk of virus spreading because the school has insufficient materials and equipment	3	2	6	<ul style="list-style-type: none"> <li>Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Pupils to bring in tissues to use in school</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Carbon dioxide monitors to be used in every class room and staff room.</li> </ul>			

				<ul style="list-style-type: none"> <li>• Rooms to be well ventilated</li> </ul>			
18. Provision and use of PPE for staff where required is not in line with government guidelines	3	2	6	<ul style="list-style-type: none"> <li>• Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Those staff required to wear PPE (e.g. SEND intimate care) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Staff are reminded that the wearing of gloves is not a substitute for good handwashing</li> </ul>	Y		
19. Pupils forget to wash their hands regularly and frequently	3	3	9	<ul style="list-style-type: none"> <li>• Staff remind pupils of the need to wash their hands regularly and frequently.</li> </ul>	Y		
<b>D. Premises and Buildings</b>							

20. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required	3	3	9	<ul style="list-style-type: none"> <li>• A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to January start</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include: <ul style="list-style-type: none"> <li>o more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>o frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach</li> <li>o the regular cleaning of toilets</li> </ul> </li> </ul>	Y	We expect anyone using the school premises to follow our cleaning guidelines but this is not checked,	
21. Queues for toilets and handwashing risk non-compliance with reduction of contacts	3	2	6	<ul style="list-style-type: none"> <li>• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. Each class has a designated toilet</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• The toilets are cleaned frequently as laid out in the enhanced cleaning schedule</li> </ul>	Y		

and maximising distance measures				<ul style="list-style-type: none"> <li>Monitoring ensures a constant supply of soap and paper towels</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Bins are emptied regularly.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>			
22. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	3	2	6	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which are in line with the School Fire Strategy plan</li> <li>Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.</li> <li>Consider access route for teachers and pupils with mobility issues, as reduction of contacts and maximising distance measures may not be possible during an emergency</li> </ul>	Y	All movement is outside of the school building and all evacuation routes are directly to the outside of the building.	
23. Fire marshals absent due to self-isolation	3	2	6	<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>	N/A		
24. All systems may not be operational	3	2	6	<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate</li> <li>All systems have been recommissioned including: Water systems (particularly legionella testing and controls in place) Electrical and gas safety checks Emergency escapes, lighting and fire detection systems Security systems Lifts and escalators Heating Ventilation systems</li> </ul>	Y		

25. Lack of good ventilation means that there is risk of transmission	2	2	4	<ul style="list-style-type: none"> <li>• Ensure good natural ventilation in classrooms and common areas e.g. through opening a windows, doors etc</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Follow guidance in the following link:</li> <li>• <a href="#">air conditioning and ventilation during the coronavirus outbreak.</a></li> <li>• <a href="https://www.cibse.org/coronavirus-covid-19">https://www.cibse.org/coronavirus-covid-19</a></li> <li>• All classrooms have CO2 monitors.</li> </ul>			
26. Visitors to the site (including parents) add to the risk	2	2	4	<ul style="list-style-type: none"> <li>• Limit the external visitors to the school during school hours. The school needs to weigh up the risks (how many sites they visit, how many individuals there are coming, how close they get to pupils &amp; staff, etc) versus the specific benefits for each group before deciding whether the visit is allowable.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Signage giving routes, procedures, entrances and exits to be followed.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable)</li> </ul>			
				<ul style="list-style-type: none"> <li>• Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually' where possible.</li> </ul>			
27. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	2	2	4	<ul style="list-style-type: none"> <li>• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe</li> </ul>	Y		

				<ul style="list-style-type: none"> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free)</li> </ul>	Y		
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**E. General**

27. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	3	2	6	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on the system of controls: protective measures regarding COVID-19 and its implications for the school.</li> </ul>			
				<ul style="list-style-type: none"> <li>The school has carried out a full Health and Safety Risk Assessment to ensure it is compliant with Government guidelines</li> </ul>			
				<ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>			
28. Curriculum/ Learning Environment	3	2	6	<ul style="list-style-type: none"> <li>Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.:               <ul style="list-style-type: none"> <li>in PE - sports equipment thoroughly cleaned between each use by different individual groups. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>-</li> </ul> </li> </ul>	Y		
				<ul style="list-style-type: none"> <li>We are operating in bubbles and so each class has separate activities until further notice.</li> </ul>			
29. Key stakeholders are not fully informed about changes to policies and procedures due to	3	2	6	<ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place:               <ul style="list-style-type: none"> <li>Staff (inc staff at breakfast club and after school activities)</li> </ul> </li> </ul>	Y		

COVID-19, resulting in risks to health				<ul style="list-style-type: none"> <li>o Pupils</li> <li>o Parents</li> <li>o Governors/Trustees</li> <li>o Local authority</li> <li>o Health services</li> <li>o Regional Schools Commissioner</li> <li>o Professional associations</li> <li>o Other partners</li> <li>o Neighbouring schools/EY settings</li> <li>o Highways department</li> </ul>			
29. Pupils who are unable to attend school because they are complying with clinical and/or public health advice are not receiving access to remote education	3	4	12	<ul style="list-style-type: none"> <li>• Parents are communicated with to make sure they know: <ul style="list-style-type: none"> <li>o whether their child will be able to attend school</li> <li>o what protective steps you're taking to make the school a low-risk place for their child</li> <li>o what you need them to do (such as on drop off and collection)</li> </ul> </li> <li>• For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• All state-funded schools should provide remote education for school-aged children who are unable to attend school due to following government guidance or law relating to COVID-19 (for example if they need to self-isolate, or if they have tested positive but are well enough to learn from home).</li> <li>• Schools should provide remote education equivalent in length to the core teaching your child would usually get in school.</li> <li>• School is aware of current guidelines for remote learning</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Parents have been provided with clear guidance about acceptable reasons for</li> </ul>			

				<p>non-attendance and this is reinforced on a regular basis.</p> <ul style="list-style-type: none"> <li>Parents have been asked to make the school aware of pupils' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> <li>Staff are available to ensure pupils at home continue to be provided with remote education</li> </ul>	<p>Y</p> <p>n/a</p> <p>y</p>	<p>Although this is dependent on the health of the school staff.</p>	
30. Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	4	12	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</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>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
31. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	4	12	<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>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
32. Lack of governor oversight during the	2	2	4	<ul style="list-style-type: none"> <li>The governing body continues to meet regularly.</li> </ul>	<p>Y</p>		

COVID-19 crisis leads to the school failing to meet statutory requirements.				<ul style="list-style-type: none"> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>The headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</li> </ul>			
33. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	2	6	<ul style="list-style-type: none"> <li>Guidance on NHS test and trace has been published.</li> </ul>			
				<ul style="list-style-type: none"> <li>From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be</li> <li>contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.</li> </ul>			
				<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>			
				<ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>			
34. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	2	2	4	<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> </ul>			
				<ul style="list-style-type: none"> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of test and trace for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. From Step 4, close contacts will be identified via NHS Test and</li> </ul>			

				Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.			
				<ul style="list-style-type: none"> <li>• Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms.</li> <li>• A record of any COVID-19 symptoms in staff or pupils is recorded</li> </ul>			
35. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	3	2	6	<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>			
36. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school including test and trace	3	2	6	<ul style="list-style-type: none"> <li>• From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>			