

A background network diagram consisting of numerous light gray circular nodes connected by thin, light gray lines. The nodes are scattered across the left and top portions of the page, with a dense cluster of lines and nodes on the right side that converges towards the text 'the constellation'.

UST

University Schools Trust

the constellation

**UST Covid-19 Risk
Assessment
(Foundation School)**

COVID-19: Operational risk assessment for school reopening

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on February 2021 as follows:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures>

[What parents and carers need to know about early years providers, schools and colleges in the autumn term](#)

Assessment conducted by:	Lorraine Flanagan/Siobhan Fehim	Job title:	Headteacher/Interim HoS (Foundation School)	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	26.02.21	Review interval:	½ Termly (by SPWF SLT)	Date of next review:	12.04.21

Related documents	
Trust documents: HR Definitions CV-19 Staff Guidance (SPWF) CV-19 Parent Guidance (SPWF) CV-19 Recovery Curriculum (SPWF)	Government guidance: (Update Links) Coronavirus (COVID-19): guidance for educational settings COVID-19: cleaning in non-healthcare settings Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) Safe working in education, childcare and children’s social care https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings

	https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications https://www.gov.uk/government/publications/face-coverings-in-education
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Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable (3) Greater than 50% chance occurring More than once a day	Possible (2) Between 10 and 50% chance occurring More than once a week	Remote (1) Less than 10% chance of occurring Less than once a week
Likely impact	Major Health - Causes major physical injury, harm or ill-health. (3) Reputation – Causes major reputational damage to the school or Trust (3) Operational – Causes major disruption or financial impact on the school or Trust (3)	H (9)	H (6)	M (3)
	Severe: Health – Causes physical injury or illness requiring first aid. (2) Reputation – Causes severe reputational damage to the school or Trust (2) Operational – Causes severe disruption or financial impact on the school or Trust (2)	H (6)	M (4)	L (2)
	Minor: Health: Causes physical or emotional discomfort. (1)	M (3)	L (2)	L (1)

Reputation – Causes minor reputational damage to the school or Trust (1)

Operational – Causes minor disruption or financial impact on the school or Trust (1)

COVID-19: Operational risk assessment for school reopening

1. Establishing a systematic process of re-opening, including social distancing
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19
3. Maximising social distancing measures
4. Continuing enhanced protection for children and staff with underlying health conditions
5. Enhancing mental health support for pupils and staff
6. Maintaining educational provision for children unable to attend school and should there be a local or general lockdown
7. Operational issues
8. Finance
9. Governance
10. Additional site-specific issues and risks

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Further action/comments	Residual risk rating (H/M/L)
1. Establishing a systematic process of re-opening, including social distancing				
1.1 Net capacity				
<p>a.) Available capacity of the school is reduced when social distancing guidelines are applied</p>	<p>L</p>	<ul style="list-style-type: none"> ● The guidance states that all children should return to school full time. ● Children will be organised in phase bubbles ● The guidance states that it should be applied where possible and is dependent on each school's individual circumstances. ● There are no premises constraints in the Foundation School to limit access to all children. ● All rooms will be timetabled to show which groups will be accessing the space at each point in the day. ● Guidance states that younger children should not be expected to maintain social distance or wear face masks ● Visors can be worn by staff and children (from Yr 2) inside the classroom 	<ul style="list-style-type: none"> ● Main teaching classrooms will be restored to maximum X 30 children capacity. ● Children will be spaced apart as much as the classroom capacity will allow. ● Classrooms are arranged according to the needs of children at each phase of the school. (EYFS/KS1/KS2) ● Bubbles are defined as being PHASE ● Year groups will be separated during playtime to support contact tracing for all years except Year 5 and 6 ● Max Capacity for all spaces has been reviewed and guidance shared ● All staff to wear face masks outside of the classroom in all communal areas. 	<p>L</p>
1.2 Organisation of teaching spaces				

<p>a) Classroom sizes will not allow adequate social distancing</p>	<p>H</p>	<ul style="list-style-type: none"> ● Classrooms will be set up according to the DfE guidance in the most age appropriate format. (This will vary in each phase of the school). ● Tables will be spaced to allow movement around the classroom without contact between children and adults. ● Adults in the classroom will maintain distance from each other and with children where appropriate. ● Physical activity will be possible within the classroom for brief warm-up (Fit in 5 and Go Noodle) but classroom windows and doors should be kept open. PE will be taught outdoors or in the dining hall if available. ● Each child in KS1 and KS2 will have their own pencil case to minimise movement around the classroom and the school. ● Older children will be seated side by side and forward facing where possible. ● Resources will be stored within the classroom to minimise movement around the school. ● Classes stay together with their teacher and do not mix with other pupils outside of their designated year group/phase bubble. ● Staff training will remind staff to maintain distance between children and adults as much as is possible. ● There is full compliance with the DfE system control measures set out in the latest government guidance. ● Pupils observe hygiene guidance and wash hands frequently. ● Good respiratory hygiene is ensured by promoting the ‘catch it, bin it, kill it’ approach. ● Face coverings are worn in line with current government guidance. ● Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents in place. ● Contact between individuals is minimised and social distancing maintained wherever possible. 	<p>Teachers can wear face visors in the classroom at their own discretion.</p> <p>Staff can maintain 2 metre or 1m+ from other adults</p>	<p>L</p>
<p>1.3 Availability of staff and class sizes</p>				

<p>a.) The number of staff who are available is lower than that required to teach classes in school</p>	<p>M</p>	<ul style="list-style-type: none"> ● The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. ● Agency staff may be used where there is long term sickness absence. There is no capacity to cover class teacher roles in the Foundation School. ● Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. ● Staff guidance advises to seek test if they are unwell with COVID symptoms. ● Individual risk assessments are carried out to determine staff fitness to work. These will be updated in line with the current DfE Guidance. ● The updated guidance and expectations for those who are shielding and those who are clinically vulnerable or clinically extremely vulnerable is communicated to relevant staff and discussions held regarding return to work. ● For vulnerable staff and pupils, concerns are discussed, procedures explained and risk assessments offered. ● A pregnancy risk assessment is in place for any pregnant staff. ● Dialogue is held with Professional Associations/Trade Unions on the school's approach to staff returning to work. 	<ul style="list-style-type: none"> ● Updated Sickness Absence procedures in the Foundation School ensure that staff speak directly to a member of the SLT and are clear about reporting duties. There is little opportunity to cover absences internally so supply cover will be required. 	<p>L</p>
<p>1.5 The school day</p>				

<p>a.) The start and end of the school day create risks of breaching social distancing guidelines</p>	<p>M</p>	<ul style="list-style-type: none"> ● A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. ● Children will enter classrooms on arrival to school from 8.40 as the gate is opened. ● Children in Early Years to be collected from 3.00pm, children in KS1 3.10pm, children in KS2 can be collected from 3.20pm ● Parents will be encouraged arrive at the designated time and to collect the youngest children first. ● Parents of children in KS2 will not be allowed onto the playground at the start of the day. ● Cones and markers are visible where it is necessary to manage any queuing. ● The number of entrances and exits to be used is maximised. ● Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. ● Additional signage and cones will make clear where adults and children should be positioned ● Additional staff are deployed in the playground and gates/pavements at the start and end of the day to aid communication with parents/carers. ● Additional signage is visible throughout the school 	<ul style="list-style-type: none"> ● Staff guidance information has been prepared – to be shared with staff in week 2, parents in week 2 ● Signage and barriers for one-way system is set up daily at gate. Social distancing markers to be set up daily at doors. ● Face coverings are worn by all staff and parents during drop off and pick up transitions. ● Additional outdoor barriers and banners have been purchased and are in place 	<p>L</p>
<p>1.6 Planning movement around the school</p>				
<p>a.) Movement around the school risks breaching social distancing guidelines</p>	<p>H</p>	<ul style="list-style-type: none"> ● Circulation plans have been reviewed and revised to show entry and exit points for each year group. ● One-way entry systems are in place where possible. ● Appropriate signage is in place to clarify circulation routes. ● Pinch points and bottle necks are identified and managed accordingly. ● Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff movement reduced as much as is possible. ● Pupils are regularly briefed regarding observing social distancing guidance. ● Appropriate duty rota and levels of supervision are in place. ● Phase group 'bubbles' remain in their home bases for most of their learning – they move for sets, interventions and PE ● Staff moving between year groups observe social distancing and hygiene procedures at all times. 	<ul style="list-style-type: none"> ● Children will practise moving around the school in single file to minimise contact between groups. ● Adaptations have been made to lunch and playtime rotas to reduce the number of children playing in the same space ● All staff are required to wear masks moving around the school 	<p>M</p>

		●	<ul style="list-style-type: none"> ● SLT/admin and pastoral teams are limiting moving around the school ● SLT meetings will take place using virtual platforms 	
1.7 Curriculum organisation				
<p>a.) Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened</p>	H	<ul style="list-style-type: none"> ● Home learning will continue over the summer holidays with resources supplied by school ● Medium Term Planning for September 2020 has been mapped to identify the Age Related Expectation (National Curriculum Objectives) and the equivalent point where teaching stopped for 2019 - 20 ● Gaps in learning are assessed and addressed in teachers' planning through informal assessment and engagement with children. ● Plans for intervention are in place for those pupils who have fallen behind in their learning. ● In-school curriculum is designed to target areas of greatest need ● Additional curriculum time is given to core subjects in the first half term to ● Additional guidance can be found here; <ul style="list-style-type: none"> online learning resources here, White Rose Maths here Oak National Academy here, technology support here, guidance for parents on supporting home learning here, guidance for parents of children with SEND to support home learning here, EEF best evidence in remote learning can be found here _toolkit to support home learning. DfE's adapt the curriculum for remote education DfE's adapt teaching practice for remote education DfE's keep pupils engaged 	<ul style="list-style-type: none"> ● A separate CV-19 Remote Learning Guidance Document has been created and updated to ensure that there is consistency in learning for those children on-site and who are learning at home. In addition to ensure curriculum coverage in core areas of learning and most of the foundation subjects ● Attendance of all pupils will continue to be monitored. 	H

		<ul style="list-style-type: none"> ● Additional funding of £25k has been identified for Foundation School children's catch up. A plan will be implemented in the second half of the Autumn Term when the funding is released to schools. 		
b.) A further local or national lockdown causes further school closures and disadvantages children further.	H	<ul style="list-style-type: none"> ● Online learning platforms (Google Classrooms and Tapestry for EYFS) will be used to sustain home learning for those children not in school. ● Use of external resources such as Oak Academy will be used to support curriculum planning. ● Systems from the previous lockdown will be implemented to keep children and families engaged. 	<ul style="list-style-type: none"> ● Remote learning guidance for staff and parent shared been shared. ● Safeguarding contingency pack has been written and is saved on the G drive in the COVID response folder. 	
Some learning activities (for example singing, wind and brass playing and some sports) pose increased risks of spreading COVID-19 infection	H	<ul style="list-style-type: none"> ● Learning activities for which there is a greater risk of infection are identified and relevant staff informed. ● Following discussion and consideration with subject leaders, limitations are placed on when and where these activities can take place and timetables and plans are amended accordingly. ● Enrichment activities are reviewed and revised accordingly. 	<ul style="list-style-type: none"> ● DfE guidance states that children should still be offered a broad and balanced curriculum ● Children will sing in their bubbles and facing in the same direction – this is shared in staff and parent's guidance. ● Classrooms are well ventilated ● Reducing volume of signing therefore reducing droplets and areoles in the air. 	M
The resumption of non-overnight school visits poses risks to infection control	L	<ul style="list-style-type: none"> ● All school visits are considered on a case by case basis. ● A comprehensive risk assessment, factoring in COVID-19 related risks, is undertaken for each visit. ● Measures are taken to ensure that discrete year group bubbles do not mix on school visits. 	<ul style="list-style-type: none"> ● Non applicable 	L
1.8 Staff workspaces				
a.) Staff rooms and offices do not allow for observation	H	<ul style="list-style-type: none"> ● Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for updated social distancing guidance. 	<ul style="list-style-type: none"> ● CV19 Staff Guidance has been updated. 	L

<p>of social distancing guidelines</p>		<ul style="list-style-type: none"> ● Maximum capacity signs for each communal room is reviewed according to the updated guidance. ● Break out room for lunchtimes and breaks ensure that there is opportunity for staff to use the staff room appropriately. ● Appropriate distancing signage is installed ● Staff have been briefed on the use of these rooms. 	<ul style="list-style-type: none"> ● Clear room capacity limits are displayed throughout the school and staff are reminded that these must be adhered to. ● Updated guidance shared with staff on 03.03.21 and staff briefing will be held on 04.03.21 ● Reviewed maximum capacity for the staffroom ● More visible signage has been introduced throughout the school 	
<p>1.9 Managing the school lifecycle</p>				
<p>a) Limited progress with the school's Spring Term calendar and work plan because of COVID-19 measures</p>	H	<ul style="list-style-type: none"> ● The School calendar for the Spring Term has been populated and rationalised so that whole school events take place virtually where necessary. If there is a blended learning model in place, Google Classrooms will be used as the learning platform ● Senior Leadership Team (SLT) and staff work plans to include short- and medium-term planning. ● Teaching Staff recruitment for September 2020 completed. ● Support Staff recruitment for September 2020 completed ● Curriculum and timetable for September 2020 completed. 	<p>Recruitment due to take place in March will go ahead as planned for support staff, MTL and SLT</p>	M
<p>b) Pupils moving on to the next phase in their education do not feel prepared for the transition</p>	H	<ul style="list-style-type: none"> ● Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online induction meetings. ● All families new to the school in September 2020 have been contacted in June for induction information. ● Parent Contact week before the end of Summer Term 2 ensures that current families and children are aware of arrangements for September 2020 ● Opportunity given to meet the new teachers planned for the end of Summer Term 2. ● The process for Y6 Secondary Transfer for 2021 has been initiated. 	<ul style="list-style-type: none"> ● Identification of vulnerable pupils and families required and individual phone calls to be made 	M

<p>Limited progress with the school's 2020-21 calendar and workplan because of COVID-19 measures</p>		<ul style="list-style-type: none"> ● School calendar for 2020-21 finalised within the context of the latest guidance on full reopening. ● Staff recruitment for the forthcoming term has been completed. 	<ul style="list-style-type: none"> ● Spring term calendar has been mapped and shared with staff and parents 	
1.10 Governance and policy				
<p>a.) Trustees & Governors are not fully informed or involved in making key decisions</p>	<p style="text-align: center;">M</p>	<ul style="list-style-type: none"> ● Online meetings are held regularly with Trustees & governors. ● The Trust Board are involved in key decisions on reopening. ● Trustees & Governors are briefed regularly on the latest government guidance and its implications for the school. ● Check that the delegation and amendments allow for rapid decision making as required 	<ul style="list-style-type: none"> ● Governing body meetings have continued using a remote videoconferencing ● Regular meetings held between Executive HT, UST and Chair of Governors, to inform and discuss matters arising from the week. ● Information is then disseminated by the chair to the rest of the governing body. ● Governors directed to current government advice and guidance. ● Share site plans with safeguarding and Health & Safety governor ● Trustees to approve Risk Assessment and operational plans prior to re-opening 	<p style="text-align: center;">L</p>
1.11 Policy review				
<p>a.) Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for</p>	<p style="text-align: center;">H</p>	<ul style="list-style-type: none"> ● All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. ● Enhances safeguarding and welfare provision is put in place for increased workload through monitoring, parental communications and disclosures ● Staff, pupils, parents and governors have been briefed accordingly. 	<ul style="list-style-type: none"> ● Additional Guidance to supplement current policies has been produced to support the implementation for staff of the CV19 Staff Guidance document. These are to be added as 	<p style="text-align: center;">L</p>

purpose in the current circumstances			appendices to the main policy documents	
1.12 Communication strategy				
<p>a.) Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</p>	<p>M</p>	<ul style="list-style-type: none"> ● Communications strategies for the following groups are in place: <ul style="list-style-type: none"> ● Staff ● Pupils ● Parents ● Governors/Trustees ● Local authority ● Regional Schools Commissioner ● Professional associations ● Other partners <i>including contractors</i> ● Communications strategies for the following area: <ul style="list-style-type: none"> ● Safe arrangements for pupils & staff ● Curriculum & Timetabling ● Updates processes & briefings ● Expectations ● Updated procedures and policies (permanent and temporary) ● Further details of these can be found throughout this document ● Contingency plans are in place, including arrangements for home/remote learning, pastoral care and safeguarding. ● A communication strategy for pupils, parents and staff in the event of an unforeseen lockdown is in place, building on the experience of the school closure period. ● Contact records for pupils, parents and staff are kept up to date. ● The school's remote learning policy and arrangements for remote learning are published on the school website. ● 	<ul style="list-style-type: none"> ● PA / UST ● Parents and pupils are informed through the school website and messaging service when the schedule of opening has been confirmed and the risk assessment agreed. ● Staff are informed through email and virtual phase meetings prior to re-opening and through on-site induction as part of the pre-opening preparations. ● Updated guidance shared with staff on 03.03.21 and staff briefing will be held on 04.03.21 ● Parent guidance share on the school website on 04.03..21 	<p>L</p>
1.12 Pupil Strategy				

Pupil attendance is lower than expected due to parental concerns about pupils' safety from infection		<ul style="list-style-type: none"> ● Communications with parents reassure them about the safety of full reopening under the latest government guidance. ● Dialogue is held with parents who have concerns. ● Referrals are made to the Attendance and Welfare Service when all school strategies have been exhausted. 	<ul style="list-style-type: none"> ● Ongoing attendance tracking has identified where all children have been throughout lockdown. ● Safeguarding concerns have been referred to the appropriate agencies 	
1.13 Staff induction and CPD				
a) Staff are not trained in new procedures, leading to risks to health	H	<ul style="list-style-type: none"> ● A revised staff handbook (Staff Guidance document) is issued to all staff prior to reopening and will be re-issued as updated. ● Inset Day Training day 01/09/20 and reviewed regularly in staff meetings ● Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> ● Infection control ● Fire safety and evacuation procedures ● Constructive behaviour management ● Safeguarding ● Risk management ● The DfE system control measures set out in the latest government guidance ● Organisational arrangements (i.e. year groups operating as 'bubbles') 	<ul style="list-style-type: none"> ● Documents written – to be shared within week 1 ● Updated guidance shared with staff on 03.03.21 and staff briefing will be held on 04.03.21 ● 	M
b) New staff are not aware of policies and procedures prior to starting at the school when it reopens	M	<ul style="list-style-type: none"> ● Induction programmes are in place for all new staff – either online or in-school – prior to them starting. ● The revised staff handbook is issued to all new staff prior to starting. (Edited Covid-19 Staff guidance replaces usual staff handbook) 	<ul style="list-style-type: none"> ● Induction programme and policy in place 	L
Staff are not equipped or trained to deliver remote learning	H	<ul style="list-style-type: none"> ● All staff are inducted in the use of Google Classrooms ● All staff have equipment to deliver online learning from their classrooms and from their homes. ● All staff receive support and training to ensure that pupils learning at home and at school follow the school's curriculum plans. 	<ul style="list-style-type: none"> ● Robust remote learning guidance in place for staff. All staff have been trained on the guidance, with additional bespoke PD where needed. 	L
1.14 Free school meals				

<p>a.) Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school</p>	<p>M</p>	<ul style="list-style-type: none"> ● A member of the school's administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school. ● DFE Guidance to be reviewed and clarified. 	<ul style="list-style-type: none"> ● The school is using EDENRED Voucher System. This will be reviewed when children return on 8th March. ● The School is using LBTH Easter food parcels for during the Easter break for families who are in receipt of FSM -this is funded for 1 week only. 	<p>L</p>
<p>1.15 Risk assessments</p>				
<p>a.) Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.</p>	<p>H</p>	<ul style="list-style-type: none"> ● Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> ● Different areas of the school ● When pupils enter and leave school ● During movement around school ● During break and lunch times ● Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	<ul style="list-style-type: none"> ● Risk assessments to be reviewed for staff who are ECV and CV and those request for the RA to be reviewed ● Ongoing monitoring of regular cleaning and enhanced cleaning to be timetabled weekly. 	<p>L</p>
<p>1.16 School transport</p>				
<p>a.) 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</p>	<p>N/A</p>	<ul style="list-style-type: none"> ● The details of how pupils will travel to and from school are known prior to opening. N/A ● Effective liaison with bus companies is used as a basis for planning staggered start and departure times. N/A 	<ul style="list-style-type: none"> ● Foundation Pupils returning to school will all be travelling accompanied by their parents. 	<p>N/A</p>

<p>b). Conditions and arrangements on dedicated school transport pose risks to infection control</p>		<p>Schools agree with the operators of dedicated school transport the following measures where possible:</p> <ul style="list-style-type: none"> ● how pupils are grouped together on transport, where possible reflecting the bubbles that are adopted within school ● use of hand sanitiser upon boarding and/or disembarking ● additional cleaning of vehicles ● organised queuing and boarding where possible ● distancing within vehicles wherever possible ● the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet 	<ul style="list-style-type: none"> ● Not applicable 	
<p>1.17 Responding to cases of COVID-19 and local lockdowns</p>				
<p>The school is unsure how to respond when there are suspected or confirmed cases of COVID-19 amongst pupils or staff</p>		<ul style="list-style-type: none"> ● There is full compliance with the DfE system control measures set out in the latest government guidance. ● Phase group 'bubbles' are kept discrete at all times. ● The school engages swiftly with NHS Test and Trace if cases are suspected. ● The Toolkit for confirmed COVID-19 cases in school, including the Action Plan, is followed for all confirmed cases. ● Advice is sought from Trust/Local Authority/Public Health Teams and appropriate action taken. Close contacts are identified and asked to self-isolate. ● Arrangements are in place for home and remote learning for pupils who are required to self-isolate. 	<ul style="list-style-type: none"> ● The School follows PHE and LBTH guidance - this is shared in parent and staff guidance. 	
<p>The school is unprepared for a local lockdown should the rate of infection rise in the area</p>		<ul style="list-style-type: none"> ● There is full compliance with the DfE system control measures set out in the latest government guidance. ● A contingency plan is in place should a local lockdown be announced and staff are briefed on its contents. ● Systems put in place during the school closure period (e.g. home/online learning, pastoral systems, safeguarding systems) are ready to be reactivated. ● Lessons learnt during the school closure period are applied to the contingency plan. 	<ul style="list-style-type: none"> ● The School is fully compliant with DfE guidance- remote learning policy has been shared with staff, parents and is on the school website. 	

2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19				
2.1 Public Health England system control measures				
Current PHE Guidance relating to system control measures are not followed.	H	<ul style="list-style-type: none"> ● Current government guidance is being applied, and specifically the DfE system of control measures set out in the latest government guidance are in place 	This is in place and reviewed in line with the whole School risk assessment	M
2.2 Cleaning				
a.) 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"> ● A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. ● An enhanced cleaning plan is agreed and implemented which minimises the spread of infection including but not limited to increased toilet cleaning, door handles, common equipment, lidded bins double bagged. (See guidance here and here). ● Working hours for cleaning staff are increased. 	<p>Ongoing cleaning capacity has been identified and forms part of the cleaning contractor risk assessment.</p> <p>Ongoing monitoring of regular cleaning and enhanced cleaning to be timetabled weekly.</p>	M
2.3 Hygiene and handwashing				
a) Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	H	<ul style="list-style-type: none"> ● An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. ● Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 	<ul style="list-style-type: none"> ● Additional facilities have been purchased and will be sited around the building. ● Monitoring of the audits should be undertaken by the appropriate person on premises team. 	L

			<ul style="list-style-type: none"> ● Staff are reminded to contact SPIE helpdesk if there are missing items in classrooms or public areas. 	
b) Pupils forget to wash their hands regularly and frequently	H	<ul style="list-style-type: none"> ● Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. ● Posters and signs around the school reinforce the need to wash hands regularly and frequently. ● School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. ● Handwashing and safe use of PPE guidance to be shared with staff regularly. 	<ul style="list-style-type: none"> ● Handwashing posters are still in place ● Monitoring of handwashing to take place from 1st day and forms part of the curriculum 	L
2.4 Clothing/fabric				
a) Not wearing clean clothes each day may increase the risk of the virus spreading	H	<ul style="list-style-type: none"> ● Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks. ● Expectations and guidance are communicated to parents. ● It is expected that uniform will be worn and cleaned as often as possible. 	<ul style="list-style-type: none"> ● To go in parent letter and CV19 Parent Guidance Document and reminders in newsletters. 	M
2.5 Testing and managing symptoms				
a) NHS Test and Trace is not used effectively to help manage infection control amongst staff and pupils, maximise staffing levels and support staff wellbeing	H	<ul style="list-style-type: none"> ● Guidance on getting Track and Trace tested has been published. Updated Trust Guidance shared with staff. ● The guidance has been explained to staff as part of the induction process. ● Post-testing support is available for staff through the school's health provider. ● Guidance on engaging with the NHS Test and Trace process has been explained to staff as part of induction. ● Staff, parents and pupils are clear that they should book a test if they are displaying symptoms. ● Staff, parents and pupils are clear that they should 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 & Trace. 	<ul style="list-style-type: none"> ● KR/UST(HR) ● HR guidance to be circulated to all staff and amended as updated by PHE/DfE 	M

		<ul style="list-style-type: none"> ● Staff, parents and pupils are clear that they should self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19) or if someone they live with develops coronavirus (COVID-19) symptoms. ● Post-testing support is available for staff through the school's health provider. 		
b) Transmissions due to asymptomatic cases put pupils and staff at risk and could result in some transmissions in schools going undetected. This is a particular concern given high transmissibility of new variants.	H	<ul style="list-style-type: none"> ● In school testing is provided in line with current government guidance. (<i>Scientific evidence indicates that Lateral flow testing will identify new variants of Covid-19</i>). ● Any testing arrangements carried out in school are in line with government guidance and are covered by an appropriate risk assessment, with additional control measures in place as required. ● A separate risk assessment for COVID-19 testing in schools is in place to cover testing arrangements (refer to the Trust 'COVID-19 Risk Assessment: School Based Asymptomatic Testing' for further details). 	<ul style="list-style-type: none"> ● Foundation School Staff are using LFD tests for home testing in line with the DFE guidance for the wider reopening of schools 	
b) Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms or having a confirmed case within the household	H	<ul style="list-style-type: none"> ● Robust collection and monitoring of absence data, including tracking return to school dates, is in place. ● Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative (DfE guidance on prevention and control here, NHS guidance on what to do if you or someone you live with has coronavirus here, guidance for households with possible coronavirus infection here and guidance on testing here). ● Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply. ● The Covid Tracker for Foundation School children and staff is established and updated daily or as children leave/return to school. 	<ul style="list-style-type: none"> ● Continue to remind parents of guidance (prior and post summer holiday). ● Ongoing attendance monitoring by the DfE is to be maintained as well as through the schools SIMS MIS system. 	M
c) Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing)	H	<ul style="list-style-type: none"> ● Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. 	<ul style="list-style-type: none"> ● Guidance documents written – ready to be circulated. 	M

<p>should anyone display symptoms of COVID-19</p>		<ul style="list-style-type: none"> ● Stated clearly in the range of guidance document (staff and parents) ● This guidance has been explained to staff and pupils as part of the induction process. ● Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. The school website and direct email to parents will be used to share information and updates. 	<ul style="list-style-type: none"> ● Use of website to continuously show links to latest documentation and guidance ● UST Flowcharts are displayed throughout the school and have been updated to include reference to the LFD 	
<p>d) Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</p>	H	<ul style="list-style-type: none"> ● Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. ● This guidance has been explained to staff and pupils as part of the induction process. ● Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	<ul style="list-style-type: none"> ● Use of website to continuously show links to latest documentation and guidance 	M
<p>2.6 First Aid/Designated Safeguarding Leads</p>				
<p>a.) The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk</p>	H	<ul style="list-style-type: none"> ● First Aid certificates extended for three months. ● A programme for training additional staff is in place. ● Collaborative arrangements for sharing staff with other schools in the locality have been agreed. – sharing with Trust School as needed ● Use of radios to communicate with staff will reduce contact and ensure that First Aiders are readily available to attend when needed. 	<ul style="list-style-type: none"> ● One allocated first aider is deployed in each year group ● There is one additional First Aider deployed at lunchtime. ● COVID 19 first aid guidance to be shared with staff. 	M
<p>2.7 Medical rooms</p>				
<p>a.) Medical rooms are not adequately equipped or configured to maintain infection control</p>	M	<ul style="list-style-type: none"> ● Additional room is designated for pupils with suspected COVID-19 whilst collection by parent/carer is arranged. ● A dedicated First Aider will allocated each day. They will be contactable by radio. ● Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 	<ul style="list-style-type: none"> ● Cleaning guidance for the medical room written and will - be shared in staff guidance 	L
<p>2.8 Communication with parents</p>				

<p>a) Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</p>	<p>H</p>	<ul style="list-style-type: none"> As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. A COVID-19 section on the school website is updated . Weekly newsletters will ensure that parents are fully informed of the arrangements and any changes. Children will be informed through careful teaching and reminders as they return. Consistent reminders of distancing and handwashing will help form positive behaviours in children and adults. 	<ul style="list-style-type: none"> Updated Parent Guidance will be shared through website and emails. Weekly newsletter and ongoing updated through website. Virtual parent meetings held over the half term to share changed practices in school 	<p>L</p>
<p>b) Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</p>	<p>H</p>	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. 	<ul style="list-style-type: none"> Shared through school website section on CV19 to be created and updated to show all DfE guidance. SLT and HT Reminders via newsletter 	<p>M</p>
<p>2.9 Personal Protective Equipment (PPE)</p>				
<p>a.) Provision of PPE for staff where required is not in line with government guidelines</p>	<p>H</p>	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured (<i>see guidance for further details</i>) Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. Staff are reminded that wearing of gloves is not a substitute for good handwashing. Online tutorials showing correct use of PPE to be included in staff briefings Updated Trust Guidance on the use of PPE has been shared with staff. 	<ul style="list-style-type: none"> Use of PPE will form part of induction when staff return to work Updated guidance shared with staff on 03.03.21 and staff briefing will be held on 04.03.21 	<p>L</p>

3. Maximising social distancing measures				
3.1 Pupil behaviour				
a.) Pupils' behaviour on return to school does not comply with social distancing guidance	H	<ul style="list-style-type: none"> ● Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. ● Staff model social distancing consistently. ● Regular reminders about maintaining social distance amongst staff are given by SLT at points during the day. Staff are modelling SD for children where appropriate. ● The movement of pupils around the school is minimised. ● Large gatherings are prohibited (assemblies, playtimes managed in phase bubbles). ● Break times and lunch times are structured to support social distancing and are closely supervised. ● The school's behaviour policy has been updated to include guidance ensuring compliance with social distancing and this has been communicated to staff, pupils and parents. ● Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. ● Messages to parents reinforce the importance of social distancing. ● Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. ● Wilful disobeying of rules relating to staying within year groups and following hygiene procedures will be sanctioned appropriately and proportionately, by exclusion where necessary. 	<ul style="list-style-type: none"> ● Staff to model social distancing on return to school - IM ● Behaviour policy- visible consistencies amended ● Signage has been printed and displayed ● Arrangements agreed – to be shared with staff within week 1 	M
3.2 Classrooms and teaching spaces				
a.) The size and configuration of classrooms and teaching spaces does not support compliance	H	<ul style="list-style-type: none"> ● Classrooms are set up in age appropriate formation to minimise contact between children. ● Furniture is arranged so that space between groups is maximised. ● All resources for classes will be kept in the classroom to minimise movement around the school. 	<ul style="list-style-type: none"> ● Maximum capacity for all rooms have been reviewed and each room limit is clearly displayed, . 	L

with social distancing measures			<ul style="list-style-type: none"> Comprehensive guidance has been shared with staff on the use of spaces across the school More visible signage has been put up across the school 	
3.3 Movement in corridors				
a.) Social distancing guidance is breached when pupils circulate in corridors	H	<ul style="list-style-type: none"> Circulation plans have been reviewed and amended. One-way systems are in operation where feasible to facilitate entry and exit into the building for appropriate year groups Circulation routes are clearly marked with appropriate signage. Any pinch points/bottle necks are identified and managed accordingly. The movement of pupils around school is minimised as much as possible. Where possible, pupils stay in classrooms and staff move around. 	<ul style="list-style-type: none"> Distancing cones placed outside doors into the school building. Signage around the school 	L
3.4 Break times				
a.) Pupils may not observe social distancing at break times	H	<ul style="list-style-type: none"> Break times are staggered. Children are kept in year groups for playtime and lunchtime – except years 5 and 6 External areas are designated for different groups, playgroup equipment will be restricted to one group only and sanitised after use. Pupils are reminded about social distancing as break times begin. Social distancing signage is in place around the school and in communal areas. Supervision levels have been enhanced, especially with younger pupils, to support social distancing. Routines for the end of playtime and lunchtime have been reviewed and children are being directed into the school using a phased approach. 	<ul style="list-style-type: none"> Year groups will be separated during playtime to support contact tracing for all years except 5 and 6. This is due to limitations on outdoor space and the ability of older children to identify close contacts. 	M

3.5 Lunch times				
a) Pupils may not observe social distancing at lunch times	H	<ul style="list-style-type: none"> Pupils are reminded about social distancing as lunch times begin. Updated guidance is clear about removing the expectation that younger children maintain social distance. Pupils sanitise their hands before and after eating. Dining area layouts have been configured to ensure social distancing. Additional arrangements are in place, such as staggered lunch times, Eating areas are cleaned thoroughly after lunch. 	<ul style="list-style-type: none"> Year groups will be separated during playtime to support contact tracing for all years except 5 and 6. This is due to limitations on outdoor space and the ability of older children to identify close contacts. 	M
b) There is not adequate provision for students at lunch time	H	<ul style="list-style-type: none"> Staff are clear about the reporting procedures for sickness absence Rotas are worked out well in advance 	<ul style="list-style-type: none"> Staff will be redeployed from other duties to ensure that lunchtimes were safely supervised. 	L
3.6 Toilets				
a.) Queues for toilets and handwashing risk non-compliance with social distancing measures	H	<ul style="list-style-type: none"> Routines for toilets and hand washing have been established and are monitored. Pupils will know that they can only use the toilet one at a time. Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. The toilets are cleaned frequently. Monitoring ensures a constant supply of soap and paper towels. Bins are emptied regularly. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 	<ul style="list-style-type: none"> EY Toilets are sited in the classroom and afford easy monitoring by staff. 	L
3.7 Medical Rooms				
a.) The configuration of medical rooms may compromise social distancing measures	M	<ul style="list-style-type: none"> An additional room is designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 	<ul style="list-style-type: none"> Guidance within Staff Guidance doc Updated First aid guidance was shared with first aiders on 03.12.20 	L

3.8 Reception area				
a.) Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	H	<ul style="list-style-type: none"> ● Social distancing points are clearly set out, using floor cones. ● Parents are aware that only matters which cannot be resolved by phone and email should be brought to the school office ● Perspex screening has been added to the reception desk ● Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). ● Non-essential deliveries and visitors to school are minimised. ● Arrangements are in place for segregation of visitors. (only essential visitors are to be allowed on site.) 	<p>Soft start and staggered collection times will reduce the number of parents on site</p> <p>School is open to essential visitors and staff only</p>	L
3.9 Arrival and departure from school				
a.) Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply	M	<ul style="list-style-type: none"> ● A soft opening routine will ensure that entry and exit is staggered into the site. SLT will be on duty to remind parents of the need to maintain appropriate distance. ● The use of available entrances and exits is maximised. ● Social distancing guidelines are reinforced at entrances and exits through signage and cones, including external drop-off and pick-up points. ● Weekly messages to parents stress the need for social distancing at arrival and departure times. ● Parents are required to wear face coverings whilst moving around the site both outside and if required on site for an essential visit. ● Parents are required to arrive at school at the designated time 	<p>There are visible reminders to deter groups from gathering intentionally.</p> <p>Senior Staff are on duty at the start and end of the day to ensure that</p> <p>Clear guidance for parents sets out the expectation that parent do not form groups onsite</p>	L
3.10 Transport				
a.) The use of public and school transport by pupils poses risks in terms of social distancing	M	<ul style="list-style-type: none"> ● There are no trips or visits planned for the Spring Term and will only be planned should DfE guidance change. ● There are no SPWFS pupils who are brought using SENd Transport Services. If this changes then the Transport Covid RA will be implemented. 	<ul style="list-style-type: none"> ● To be included in parent guidance document 	L
3.11 Staff areas				

<p>a.) The configuration of staff rooms and offices makes compliance with social distancing measures problematic</p>	<p>H</p>	<ul style="list-style-type: none"> ● Configuration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff. ● Staff are briefed about the limitations to use of staffroom and public areas. 	<ul style="list-style-type: none"> ● Guidance in place in staff handbook ● Break out room have been identified for staff to use during lunchtime 	<p>L</p>
<p>4. Continuing enhanced protection for children and staff with underlying health conditions</p>				
<p>4.1 Pupils with underlying health issues</p>				
<p>a.) 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</p>	<p>H</p>	<ul style="list-style-type: none"> ● Parents have been provided with clear guidance and this is reinforced on a regular basis. ● Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. ● The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. ● Schools have a regularly updated register of pupils with underlying health conditions. ● For clinically extremely vulnerable pupils, and clinically vulnerable pupils, concerns are discussed, procedures explained and risk assessments are offered/ reviewed. ● All clinically extremely vulnerable pupils in Tier 4 areas are advised not to attend school. 	<ul style="list-style-type: none"> ● Communication with relevant families is ongoing (SF) ● 	<p>M</p>
<p>b.) Pupils who are clinically vulnerable or clinically extremely vulnerable do not attend school even though it is deemed safe to do so</p>	<p>M</p>	<ul style="list-style-type: none"> ● For clinically extremely vulnerable pupils, and clinically vulnerable pupils, concerns are discussed, procedures explained and risk assessments are offered/ reviewed. ● All clinically extremely vulnerable pupils in Tier 4 areas are advised not to attend school. 	<ul style="list-style-type: none"> ● We have one child who is CEV – she will continue to access remote learning and is in regular contact with our pastoral team. 	<p>L</p>

4.2 Staff with underlying health issues				
<p>a.) Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them</p>	<p>H</p>	<ul style="list-style-type: none"> ● All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this by Trust School HR Team and regularly updated. ● Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. ● Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. ● Individual Risk Assessments have been undertaken with all staff and mitigating control measures added where required. ● Staff with underlying health issues have been provided with updated guidance and discussions have been held with them regarding returning to work. ● All clinically extremely vulnerable members of staff in Tier 4 areas are advised not to attend school. ● 	<ul style="list-style-type: none"> ● UST HR Guidance will be followed 	<p>M</p>
<p>b.) Staff who are clinically vulnerable or clinically extremely vulnerable do not return to work even though it is deemed safe to do so</p>	<p>M</p>	<ul style="list-style-type: none"> ● Staff with underlying health issues have been provided with updated guidance and discussions have been held with them regarding returning to work. ● All clinically extremely vulnerable members of staff in Tier 4 areas are advised not to attend school. 	<ul style="list-style-type: none"> ● Staff guidance is being shared on 03.03.21 with training on 04.03.21 ● All staff are offered the opportunity to review their IRA with their line manager upon request. 	<p>L</p>

5. Enhancing mental health support for pupils and staff				
5.1 Mental health concerns – pupils				
a.) Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). Resources/websites to support the mental health of pupils are provided. Audit wider support services to ensure information and signposting is available and accurate (Public Health England has published guidance on supporting children and young people's mental health, Every Mind Matters and advice for groups with specific mental health needs) 	<ul style="list-style-type: none"> PSHE lessons planned for Spring term 2 curriculum. The Foundation School is working with Tower Hamlets Education Welfare Service to achieve a mental health schools award. Ongoing staff and parent training ensures that the school community is alert to signs of distress. 	M
5.2 Mental health concerns – staff				
a) 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	H	<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources. 	<ul style="list-style-type: none"> Continue to cover well-being in staff briefings Ongoing updates as they are available from UST HR 	M
5.3 Bereavement support				
a.) Pupils and staff are grieving because of loss of friends or family	H	<ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support. Support is requested from other organisations when necessary. 	<ul style="list-style-type: none"> Ongoing communication and HR support from UST Bereavement counselling resources available 	M

7. Operational issues				
7.1 Review of fire procedures				
a) Fire procedures are not appropriate to cover new arrangements	H	<ul style="list-style-type: none"> ● Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> ● Social distancing rules during evacuation and at muster points to ensure that phase groups are mustered separately. ● Identify additional muster point to enable social distancing where possible ● Staff and pupils have been briefed on any new evacuation procedures. ● Incident controller and fire marshals have been trained and briefed appropriately. Julian 	<ul style="list-style-type: none"> ● Add to staff guidance document 	L
b) Fire evacuation drills - unable to apply social distancing effectively	H	<ul style="list-style-type: none"> ● Plans for fire evacuation drills are in place which are in line with social distancing measures. 	<ul style="list-style-type: none"> ● Armadillo has lead training Armadillo to provide guidance and update fire evacuation plan (moving assembly point and distancing within lines) 	L
c) Fire marshals absent due to self-isolation	H	<ul style="list-style-type: none"> ● An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	<ul style="list-style-type: none"> ● Armadillo 	L
7.2 Managing premises on reopening after lengthy closure				
a) All systems may not be operational	M	<ul style="list-style-type: none"> ● Usual summer holiday maintenance and cleaning programme to be implemented. ● Government guidance is being implemented where appropriate. ● All systems have been recommissioned. 	<ul style="list-style-type: none"> ● SPIE 	L
b) Statutory compliance has not been completed due to the availability of contractors during lockdown	M	<ul style="list-style-type: none"> ● All statutory compliance is up to date (see DfE guidance here) 	<ul style="list-style-type: none"> ● Armadillo 	L
7.3 Contractors working on the school site				

<p>a.) Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</p>	<p>M</p>	<ul style="list-style-type: none"> ● Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. ● Assessment to be carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. ● Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. ● Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. ● Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. ● In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). 	<ul style="list-style-type: none"> ● Armadillo 	<p>L</p>
<p>7. Finance</p>				
<p>7.1 Costs of the school's response to COVID-19</p>				
<p>a.) The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties</p>	<p>M</p>	<ul style="list-style-type: none"> ● Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. ● Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. ● Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. ● Additional sources of income are under exploration. ● The school's projected financial position has been shared with <i>Governors & Trustee's including the reserves position and three year strategy.</i> 	<ul style="list-style-type: none"> ● UST/ PAK to confirm budget implications and apply for grant 	<p>L</p>
<p>9. Governance</p>				
<p>9.1 Oversight of the school committee and Trust Board</p>				

<p>a.) Lack of governor and trustee oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</p>	<p>H</p>	<ul style="list-style-type: none"> ● The <i>Trust Board and School Committee</i> continues to meet regularly via online platforms. ● The <i>Trust Board and School Committee</i> agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. ● The Head's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. ● Regular dialogue with the <i>Chair of Board and Chair of Governors</i> and those with designated responsibilities is in place. ● Minutes of governance meetings are reviewed to ensure that they accurately record the oversight and holding leaders to account for areas of statutory responsibility. ● Considerations of amendments to requirements for financial reporting are made and planned for including external audits. ● Internal scrutiny is considered and is at the Board's discretion regarding remote checks. 	<ul style="list-style-type: none"> ● PAK ● Reports to be submitted to the Board and Committees as requested. 	<p>L</p>
<p>10. Additional site-specific issues and risks</p>				
<p>Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them</p>				
<p>a.) Risk of young children in EYFS being unable to maintain social distancing and hygienic use of equipment whilst accessing an age appropriate curriculum</p>	<p>H</p>	<ul style="list-style-type: none"> ● Class groups will be timetabled to use communal spaces (playground and lunch hall) ● Early Years children have a designated outdoor area and activities set up as part of EYFS Curriculum. Use of the wider playground space will be timetabled. ● All resources used in both indoor and outdoor areas will be managed to minimise contact between children outside of their allocated bubble group. ● Clear guidance for teachers / LSAs on how to implement adapted EYFS curriculum produced and shared ● Guidance suggest social distancing will not be adhered to for this age groups 	<ul style="list-style-type: none"> ● All plans produced and in staff guidance document. ● Set up of spaces on 1st/2nd prep day ● Purgo cleaning staff are using the fogging cleaning gun on EY equipment as part of daily cleaning routines. 	<p>M</p>

