



**Risk Assessment and Checklist for
the Provisional Full Reopening of
Schools from March 8th 2021.**

Updated 24/2/21

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This risk assessment is based upon the [Schools Coronavirus Operational Guidance](#) that includes the list of controls below and uses the [joint union checklist](#) in the current absence of comprehensive checklists from the DFE/Local Authority as a template.

This document is based on lessons learned and shared with all Governors and staff. It is also available to the wider parent community on the school website.

Prevention

You must always:

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual. 8
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
- 7) Keep occupied spaces well ventilated.

In specific circumstances:

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available.

Response to any infection

You must always:

- 10) Promote and engage with the NHS Test and Trace process.
- 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- 12) Contain any outbreak by following local health protection team advice.

The risk assessment process

Main question: Has your school met its legal requirement to update its risk assessments to include additional/revised control measures needed for a return to full opening in September?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Will there be ongoing full consultation with union reps and staff on the revised risk assessments?

Yes - Staff and Union reps are fully consulted at all times.

Will parents/carers and pupils be informed of planned measures to protect them and others?

Yes - Parents are regularly informed and updated with measures designed to keep the community safe.

Has it been agreed that the risk assessments will be reviewed before reopening in the Spring when circumstances may be different and periodically thereafter?

Yes -The school risk assessment is reviewed fortnightly.

Has the process included risk assessments for individual staff at greater risk for example pregnant women, new mothers, older staff, disabled staff and Black staff?

Yes - individual risk assessments for key staff are conducted by the Headteacher.

Has the process also included risk assessments for individual pupils identified as at greater risk, including users of wheelchairs and other physical aids?

Yes - individual risk assessments are conducted by the Deputy Headteacher responsible for Pastoral care.

Will the risk assessment be undertaken by a 'competent person(s)' as defined by the Management of Health and Safety at Work Regulations 1999?

Yes - HT with support as necessary from SBM/Chair of Governors/NEU rep (all trained HS)

Will there be satisfactory arrangements for information, instruction, training and supervision to ensure that procedures are implemented and maintained?

Yes - Whole school/group staff meetings and INSET as appropriate.

Will there be a system for flagging up deficiencies in the risk assessment and ensuring that changes are introduced and do all staff know about this?

Yes - the risk assessment will be reviewed and updated at least fortnightly following regular staff feedback through year group meetings.

Will the school have an alternative plan in case, for any reason such as a renewed local lockdown, full opening cannot take place at the beginning of September? If so, what is it?

Yes -The decision making will be very much informed by the nature of lockdown.

Has there been co-ordination between the school and any on-site contractors in the development and sharing of risk assessments?

Yes- all on site contractors eg JR cleaning and Chartwells will continue to receive the RA and be taken through it by SBM.

Have arrangements been put in the place to ensure the findings of the school risk assessment will be shared with visiting workers and/or their employers?

Yes - visiting workers will be taken through the RA by front office staff.

Have catering and cleaning arrangements been included in the risk assessment, including in relation to shared equipment as well as social distancing?

Yes - see above

Will the finished risk assessment be circulated to all staff and published on the school website?

Yes

Protective measures

(refer to [DFE Advice](#) Section 1 “Public Health Advice to Minimise COVID-19 Risks”)

The DfE requires schools to adopt its numbered system of control measures. Measures 1 to 4 must be in place at all times; Measure 6 applies in specific circumstances; and Measures 7 to 9 must be followed in every case where infections occur in schools. Measure 5 relates to social distancing in the school and is considered in a separate section of the checklist.

1. Minimising contact with those who are unwell

Main question: Has your school adopted satisfactory control measures to minimise contact with those who are unwell?

Leadership check - Yes

NEU/GMB check - Yes

Comments: - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Will everyone in the school community be informed and reminded not to come into school if they have COVID-19 symptoms or have tested positive in the last 10 days and to self-isolate for at least 10 days and arrange to be tested if they develop symptoms?

Yes - we will follow Government advice and use the following [outbreak management guidance](#) from Public Health England.

Will a system be adopted and publicised for anyone who develops COVID-19 symptoms to be sent home or collected asap by parents/carers and for all staff and students to be reminded to wash or sanitise their hands if they have come into contact with them?

Yes

Will arrangements be in place for children awaiting collection to be kept isolated in a room with closed doors and open window and separate bathroom available (including when more than one child is awaiting collection)?

Yes - we have up to 3 separate areas for children to receive medical attention First Aid room, PA office, HT office.

Will these areas be cleaned afterwards to reduce the risk of infection to others, and has it been agreed by whom?

Yes - these areas will be cleaned by the FT Daily cleaner on duty under supervision of the first aider on duty.

Will PPE always be available for members of staff tasked with supporting children in these circumstances and will they be trained in its safe use and disposal?

Yes - full PPE and training on its use will continue to be available.

2. Cleaning hands

Main question: Has your school adopted satisfactory control measures to clean hands more often than usual?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Are measures in place with sufficient time allocated for pupils and staff to clean their hands (with soap & warm running water or sanitiser) when they arrive at school, return from breaks, change rooms and before and after eating?

Yes every classroom has a sanitiser (pump action KS2/Automatic KS1/EYs) with sufficient alcohol (70%) gel. In addition, children have their own sanitizers and wipes. Classroom taps are cold feed only. Toilets have warm water supply as well as cold.

Will mid-session breaks be long enough to allow hand washing for all students and staff?

Yes - children will use sanitizer rather than soap and water in classes.

Will lunch breaks be long enough to allow hand washing as well as eating and drinking?

Yes - children will use sanitizer before eating and drinking in class.

How many additional hand washing or sanitising locations will be needed?

None at present. Handwashing is available in (or adjacent to) all classrooms. All classrooms have sanitiser stations. All children bring in their own individual sanitizer. Toilets blocks in EYs, KS1, LKS2 (x2), UKS2 (x2) as well as 9 portaloos will all have sinks.

Will soap, warm water and sanitiser be available at all times?

Yes - sanitizer is checked daily and topped up constantly by the school caretaker. Children are

encouraged to dispense sanitizer with a single pump. Sanitizer emptied and refilled completely each half term.

Are satisfactory arrangements proposed to avoid over-crowding particularly when pupils are gathering to wash or sanitise their hands?

Yes - overcrowding is vastly reduced by children using their own alcohol based sanitizer and the class dispenser as necessary. The school will operate a staggered timetable to ensure that necessary movement around the school is limited; this will include staggered entry, break and exit times. Details of the timetable are found in the 'staff room' virtual area.

How will the school ensure that young pupils and those with complex needs can be assisted and that sanitiser isn't ingested or misused in other ways?

Early years bubbles have additional adults teach the correct use of sanitizer. EY/KS1 have automatic dispensers.

3. Ensuring good respiratory hygiene

Main question: Has your school adopted satisfactory control measures to ensure good respiratory hygiene?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Will pupils be regularly reminded to catch their coughs and sneezes with a tissue or elbow?

Yes - this is included in pupil daily reminders.

Will the 'catch it, bin it, kill it' approach work with Early Years children? (If not, alternative measures will need to be in place - see section on PPE)

Yes - extra staff with eyes on children in the EYs will ensure that this works.

Will windows be kept open at all possible times to aid ventilation?

Yes into the Spring term. Children will be asked to dress appropriately in the case of cooler weather.

Will doors be kept open where possible to aid ventilation?

Yes.

Will any mechanical ventilation systems be run continuously, with any air recirculation switched off or set to as low a level as possible [REHVA guidance](#)? NB. Not including LEV systems in secondary school workshops and specialist rooms, which are used to remove dust and other particles from the air as part of practical making and finishing processes?

What arrangements are in place to keep every classroom and other work area supplied with tissues at all times?

Children bring in their own tissues. Each class has a supply of individually packaged tissues to be handed out as appropriate.

Will lidded bins with double bagging be available in every classroom and work area?

Yes - every class has a lidded bin. Children will be required to take their waste from packed lunch home where possible. Bins that are full will be emptied as part of the FT cleaner duties - additional emptying is possible by contacting SBM.

Will arrangements be made for emptying and sanitising bins regularly and for keeping bin contents in a secure area prior to collection?

Yes - First aider will coordinate this.

Will there be different processes for dealing with waste from those suspected to be infected?

Yes - waste suspected to be infected will be double bagged and stored in a specific bin.

Will paper towels and bins be provided in every toilet/washroom area and hot air hand dryers disconnected?

Yes

4. Introducing enhanced cleaning

Main question: Has your school adopted satisfactory control measures to introduce enhanced cleaning including for frequently touched surfaces?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Will cleaning arrangements be extended to cope with the increased numbers of staff and pupils in attendance in September?

Yes - the school has appointed a daily cleaner who was moving around all but 3 classes as of July. We believe that we can increase the rooms cleaned by 3 safely to ensure that all spaces around the school with high contact areas are cleaned sufficiently. Daily cleaning will continue to take place throughout the day with a focus on high contact areas such as tables, handles etc.

Is there capacity amongst the cleaning staff to meet these increased requirements? If not, will additional cleaners be engaged?

Yes. This is reviewed alongside the termly LA monitoring schedule.

Will advice to pupils emphasise the need to adhere to the same standards of hygiene and behaviour throughout all areas of the school?

Yes - we have developed a set of guidelines for pupils around personal hygiene which they are reminded of each day.

Will all areas be thoroughly cleaned on a daily basis, with particular focus on frequently handled surfaces such as door handles, light switches, table/counter tops, handrails and bannisters, chairs, computers including mouse and keyboard, photocopiers, telephones, shared learning resources or toys, specialist equipment for SEND pupils, toilets and toilet handles, sinks, taps and other areas touched regularly, with additional cleaning during the day as necessary? Has it been agreed who will undertake this work?

Yes the school has employed an additional cleaner for this purpose. In addition children have anti bacterial wipes that they use to wipe down certain bubble equipment eg PE hoops.

Will dedicated space be available for any breastfeeding women to express milk, and will the space be cleaned thoroughly after each use? Has it been agreed who will undertake this work?

N/A at present. The meeting room would be used for this purpose if necessary and cleaned afterwards.

Will each classroom be provided with gloves and disinfectant spray in case a pupil coughs or sneezes on a piece of equipment or furniture?

Yes - this has been the practise at present and it has worked very well.

Will adequate arrangements be in place for cleaning of shared items which cannot be left unused for 72 hours between use?

Staff will be required to create a space for 'quarantined' items within bubbles and inform cleaning staff as necessary.

Will arrangements be in place to limit the extent to which pupil belongings and school items are brought into school or taken home and store belongings safely when in school?

Yes - children have a set list of items that they are permitted to bring into school.

Will arrangements be in place for limiting the handling of pupil work by staff, including amended arrangements for submitting work online in preference to physical paper and books, with subsequent changes in arrangements for marking?

Yes - we are making more use of Chromebooks to work on and submit tasks. Whole Class Feedback arrangements will remain in place reducing the need for teachers to write in children's books if they are left open on the desks at the end of the day. The development of this area will be an important part of staff consultation as the year progresses.

5. Minimising contact and maintaining social distancing between individuals

See separate section of checklist below.

6. Wearing personal protective equipment (PPE) where appropriate

It is essential that school leaders are familiar with legal requirements regarding the [provision of PPE](#), rather than focusing solely on the DfE guidance.

Main question: Has your school adopted satisfactory control measures for wearing PPE?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

As part of the risk assessment will appropriate PPE be provided for staff at significant risk, due to necessary close personal contact with pupils who can't control behaviour such as spitting, coughing or sneezing or whose behaviour or learning needs to be physically managed, including in Early Years and SEND settings but also cleaning and laundry staff, house parents and medical staff in boarding schools?

Yes - all staff have access to mask, visor, gloves and apron. Early Years staff will be encouraged to wear PPE. Visors are considered particularly effective as they reduce airborne transmission as well as allowing children to see the faces of staff. Aprons, gloves and masks are also available. All adults and KS2 pupils are asked to wear a face covering at all times whilst inside.

For these staff will each staff member be risk assessed to ensure that the most appropriate PPE for

their individual needs and nature of work (eg changing students/working with risk of regular spitting), is sourced for their use in the workplace? (eg hearing aid users cannot wear ties around the ears, BSL users or those who need children to see their mouth will need clear masks etc)?

Yes - Early Years staff will be consulted fully on PPE.

Will appropriate PPE also be provided for staff previously deemed to be extremely clinically vulnerable, clinically vulnerable (including pregnant women) or otherwise at higher risk, or who have vulnerable family members, who are returning to work in school?

Yes

Will all staff or pupils who choose to wear a face covering, whether a face mask/face visor or both, for purposes of personal reassurance be permitted to do so? (The [HSE says](#) that if staff choose to wear face coverings this should be supported by employers.)

Yes - Adults and KS2 pupils are asked to wear face coverings inside.

7. Engaging with the NHS Test & Trace process

Main question: Has your school adopted satisfactory control measures to engage with the NHS Test & Trace process?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Will arrangements for compliance with the NHS Test and Trace system to be communicated to all staff, students, visitors and parents?

Yes. Please see [link](#) to NHS Test and Trace service.

Will these arrangements provide that children sent home with symptoms do not return to school until either the isolation period has passed or a negative test result is provided?

Yes- this has been communicated to parents by [letter](#) and will be reinforced before the start of term. The school office will keep a record of suspected/confirmed cases

8. Managing confirmed COVID-19 cases in the school community

Main question: Has your school adopted satisfactory control measures to manage confirmed COVID-19 cases in the school community?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Will the school undertake to follow DFE advice on sending home anyone who have been in close contact with confirmed cases and advising them to self-isolate for 14 days?

Yes we will follow the [flowchart for Early Outbreak Management](#) produced by national and local Public Health England and the [Merton COVID 19 Flowchart](#). We contact Eizabeth Fitzpatrick at Merton LEA.

Will these arrangements provide that children sent home with symptoms do not return to school until either the isolation period has passed or a negative test result is provided?

Yes

Will specific staff members be appointed to liaise with the local health protection team as necessary and identify close contacts in the event of any confirmed cases?

Yes - HT/DHT(Pastoral care) will oversee and be supported by First Aid lead/Governor (school nurse)

Will the school seek the advice of the local health protection team on sharing information about the identity of confirmed cases?

Yes

Where this impracticable, such as potentially for overseas pupils in boarding schools, has special provision been made for self-isolation?

N/A

9. Containing outbreaks

Main question: Has your school adopted satisfactory control measures to contain any outbreak by following local health protection team advice?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Will an assurance be given that staff will be told whenever a child or staff member goes home with COVID-19 symptoms?

Yes - communicated to the bubble and all staff in writing.

Will an assurance be given that trade union reps will be involved including in liaison with the local health protection team?

Yes

Can an assurance be given that all necessary information about potential outbreaks will be treated as urgent and shared with staff at an early stage?

Yes

Social distancing

(refer to [DFE Advice](#) Section 1 “Public Health Advice to Minimise COVID-19 Risks”)

The arrangements adopted by schools for minimising contact and maintaining social distancing between individuals are of vital importance for staff and student safety. The DFE advice assumes a continuing decrease in the prevalence of COVID-19 into the autumn term. The DFE’s overarching principle is to reduce the number of contacts by keeping groups separate (the ‘bubble’ approach) and maintain social distance between individuals where possible. The DFE proposes that bubbles can increase in size, potentially to encompass entire year groups, and that teachers and other staff can move between classes and year groups as necessary. For secondary schools, the DFE advises staff to maintain distance from pupils and other staff, ideally at a 2-metre distance.

a. Grouping children

Main question: Has your school adopted satisfactory control measures for social distancing when grouping students?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Have decisions been made to keep the size of bubbles as small as possible?

Yes in consultation with school staff and union representatives.

In primary schools, does the school plan to restrict the size of bubbles to no larger than one class?

No. We have decided, through staff consultation and union rep discussions, on a year group model with 3 learning spaces to allow for smaller (in bubble) groups.

Given that Early Years children cannot socially distance will sufficiently small groups/ bubbles be maintained at all times?

Yes - we have appointed an extra member of staff for this purpose to ensure that staff to pupil ratios are appropriate.

In secondary schools, does the school plan to restrict the size of bubbles for KS3 students to no larger than one class?

N/A

- Will teachers working with students in a particular bubble remain separate from students in other bubbles at all times?

Yes - this is a key aspect of our year group bubble model.

- If no, will steps be taken to minimise the extent to which teachers move between bubbles?

Specialist staff eg Merton Music Foundation (MMF) will support children as part of a bubble or remotely.

- Will support staff working with students in a particular bubble remain separate from students in other bubbles at all times?

Yes - this is a key aspect of our provision model.

- If no, will steps be taken to minimise the extent to which support staff move between bubbles?

N/A

- Will an assurance be given that classroom support staff will not be expected to teach whole classes as a result of these arrangements?

Each bubble has a specific Higher Level Teaching Assistant (or equivalent) member of staff to cover classes whilst teachers receive planning time. Support staff will continue to support bubbles of the children within the bubble as they normally would.

- Will arrangements ensure that pupils with special needs receive consistent support from the same key workers where possible?

Yes. Staff assigned to children with Educational Healthcare Plans will stay within the bubble.

- Have arrangements been made to ensure that IT Technicians are able to avoid the crossing of “bubbles” and maintain social distancing with pupils and colleagues?

All staff outside of bubbles including admin staff, must remain 2m from pupils and colleagues. We will use the telephone system to communicate wherever possible.

- Are arrangements in place for pupils to safely access quiet spaces, sensory rooms during the school day, taking into account the need to maintain bubbles and clean between users?

The regular Emotional Literacy Support Advice (ELSA) room is not currently in use. ELSA support will be made available from a ‘consultant’ context to advise bubble staff. Where this is not possible, ELSA support will take place from a 2m distance (a quiet space outside where possible)

b. Measures within the classroom

Main question: Has your school adopted satisfactory control measures for social distancing within the classroom?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Will the lay-out of classrooms be adapted and furniture removed in order to increase distance between staff and pupils and between staff and other staff?

Yes. In addition to this all year groups will have an additional teaching space to use.

Will the school's arrangements ensure that staff maintain a 2 metre distance from other staff and students at all times?

Yes - teachers will create 'teaching areas' at the front of the class as a visual sign to children.

Will pupils who are old enough to maintain distancing from staff and their peers be expected and supported to do so?

Yes

Will other measures be adopted in the classroom to offer protection to staff in cases where children cannot be expected to maintain social distancing, eg SEND/Early Years pupils?

Yes - staff in the EYs will be encouraged to wear PPE equipment. All adults are asked to wear face coverings.

c. Measures elsewhere

Main question: Has your school adopted satisfactory control measures for social distancing elsewhere in the school?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Will the school avoid large gatherings on site, e.g. assemblies with more than one year group?

Yes - no assemblies or large gatherings are currently permitted.

Have arrangements been made to ensure that the integrity of “bubbles” and social distancing arrangements can be maintained in the school library?

Yes - the library has been taken out of use. Children will use an online library instead (EPIC/Oxford Owl books)

Will arrangements for lesson changeover and pupils needing time out ensure that overcrowding in corridors is prevented?

Yes - the school will be running a staggered timetable for breaks etc.

Will there be a one-way system with appropriate floor markings and single file walking if necessary?

Yes - corridors will be marked in a one way system.

Will there be arrangements for safe movement on staircases and in lifts?

Yes - one way system. High contact handrail cleaned regularly by daily cleaner.

Will there be arrangements for pupils who need additional assistance with movement around the school?

Yes - risk assessed accordingly.

Will lunch breaks be staggered? If so, how many separate lunchbreaks will this require, allowing time for cleaning of surfaces between sessions?

Children will eat in class. Learning breaks will continue to be staggered.

Has provision been made for cleaning staff to clean between sittings?'

Yes rooms are cleaned when children are outside on a learning break.

If lunch breaks are to be staggered, is there capacity amongst the catering staff to meet the increased hours? If not, will additional staff be engaged?

Each bubble is assigned a member of midday staff to cover the staggered learning break

Will arrangements for access to pupil toilets ensure that overcrowding is prevented and that dignity/privacy can be maintained for pupils with SEND and for very young pupils??

Yes - each bubble has the sole use of a bank of toilets.

Will arrangements be in place for staff to be on duty at all times monitoring safe movement around the site?

Yes - senior staff will be patrolling the corridors. All staff have a shared responsibility to ensure that the community is safe.

Will the school adopt other arrangements to keep movement around the school site and overcrowding to a minimum?

Yes including entry/exit points and staggered timings. Parents are asked to drop off children alone rather than in large groups. The school has identified narrow passing spots and opened all available external gates to promote free flowing footfall.

Has space been identified for pupils who need to be withdrawn from the classroom for whatever reasons?

Yes HT office/DHT office (non medical)

Will there be arrangements to allow staff to take their breaks away from pupils and in a safe environment?

Yes - bubbles are self sufficient in providing break for one another.

Has the school adopted suitable arrangements (in line with their subject association COVID-19 guidance and the *Back to School* guidance from CLEAPSS) by reorganising teaching resources in those classes in specialist practical subjects, where pupils normally access equipment and materials as needs dictate during practical activities?

Yes eg bubble PE/Music resources.

Has the school adopted suitable arrangements in those classes in specialist practical subjects, to enable the safe storage of work-books and/or practical work in progress?

N/A

Has the school conducted a review of HACCP procedures to consider and reflect any impact from these changes on food safety. Of help will be the FSA [guidance for food businesses](#) on adapting and reopening due to COVID-19?

Yes

Will communications on social distancing arrangements take place regularly to reinforce key messages with translation into the preferred language of employees for whom English is not the first language?

Yes

If lifts are used are they cleaned during the day?

N/A

d. Measures for arriving at and leaving school

Main question: Has your school adopted satisfactory control measures for social distancing on arrival and departure?

Leadership check - Yes

NEU/GMB check - Yes

Comment - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Will there be staggered start and finish times to reduce contact between pupils?

Yes

Will there be arrangements in place to prevent overcrowding at the school gate and any other potential areas of overcrowding?

Yes - staggered entry/exit points/staggered times/parents asked to drop children alone and move away from the school site quickly. All external gates opened.

Will sufficient staff be on duty to monitor safe arrival and departure for each group of pupils, including to support pupils who need it (those with SEND/anxiety etc)?

Yes - year group/senior staff will be assigned to different doors. Children across the school will have their temperature taken upon arrival in the classroom. Children with temperatures >37 will be isolated and the school office will contact parents as a first step to assess the situation.

Will arrangements be in place throughout the day to ensure that unauthorised visitors are not admitted and authorised visitors allowed in?

Yes - only permitted visitors with appointments will be allowed into the school via the school office.

Will parents/carers be instructed that they may not come onto the premises unless they have an appointment or it is an emergency situation?

Yes

Will confirmation be given that there will be no blanket ban on the wearing of face coverings in

school/college?

Yes - there will be **no** blanket ban on the wearing of face coverings in school. Face coverings are actively encouraged.

The school workforce

(refer to [DFE Advice](#) Section 2 “School Operations”)

a. Staff who are vulnerable or otherwise at increased risk

Main question: Has your school made satisfactory plans to address vulnerable and higher risk individuals?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Has the school agreed to carry out individual risk assessments for each employee taking account of their personal and household circumstances and local circumstances with regard to COVID-19?

Yes

Has the school in particular agreed to individual risk assessments for staff who are clinically extremely vulnerable, clinically vulnerable (including pregnant employees) or at increased risk (in particular older staff, disabled staff and Black staff) or who live with such people?

Yes

Has the school agreed that these risk assessments will be reviewed as at the start of each term taking account of any changes to personal or local circumstances?

Yes - this risk assessment is reviewed at least every 2 weeks.

Has the school agreed that all employees who are clinically extremely vulnerable (CEV) or live with CEV people will be permitted to work at home?

Yes- this is part of the school policy on special leave. Staff members within this category complete a risk assessment with the Headteacher.

Has the school agreed to consider appropriate measures for employees who are clinically vulnerable or at increased risk, such as working at home, working in amended roles at home or amended roles in school where it is possible to maintain social distancing, or wearing PPE where desired?

Yes - all options above will be offered/considered.

Has the school agreed to plan for staffing on the basis that not all members of staff will necessarily be

able to attend school then?

Yes - the school would cover extremely clinically vulnerable staff with Deputy head teachers, known supply teachers or HLTAs in the first instance

b. Supporting staff – workload and wellbeing

Main question: Has your school made satisfactory plans to address well-being and workload?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Will formal confirmation be given to staff that the overall working day will not be longer for any members of staff as a result of these changes and that for hourly paid staff any additional hours required will be on a voluntary basis, agreed with individual staff members and will be paid?

Yes

Will the school agree to conduct a workload impact assessment which addresses the level of staff workload and working time demands in the light of proposed working arrangements from September?

Yes - the school already has a 'workload group' who will continue to meet with the HT.

Will the school consult formally on directed time arrangements for teachers and publish an overall school calendar and individual directed time calendars?

Yes - the school calendar has been adjusted to reduce directed time and increase time in front of children to ensure smooth transition. The calendar is shared with all staff

Will the school allocate additional planning & preparation time?

Teachers will all receive 10% planning time through bubble cover. Additional planning time can be agreed as necessary through this arrangement. NQTs will continue to receive 20% planning time overall.

Will the school review and identify additional support for newly and recently qualified staff, staff new to the school, and any staff anxious about returning or continuing to work at home?

Yes - this important work has already been started and all staff have now had the opportunity to come into school in the closed period to reacclimatise.

Will INSET days be used in a way which best supports staff in relation to wider opening?

Yes

- Will there be other arrangements to support staff wellbeing such as stress and workload surveys and provision of individual support for staff experiencing anxiety or effects of trauma?

Yes - staff mental health First Aiders will support this process through support from the Merton Trailblazer project. The school purchases support from the Employee Assistance Programme (EAP) that offers face to face counseling for a variety of concerns.

- Will the school continue with online meetings and keep to a minimum physical meetings in order to reduce transmission and time spent in the school building?

Yes - using Google meet.

- Will the school consider PPA and directed time outside pupil hours being spent working from home?

Yes - where practicable.

c. Support staff and visiting specialist staff; supply staff; and staff taking leave

Supplementary questions to ask in deciding whether arrangements are satisfactory:

- Is the expectation that support staff will carry out their normal role as per their job description?

Yes

- Will any additional work and hours be agreed with the member of staff and paid accordingly?

Yes

- If teaching assistants are to be asked to lead groups or cover lessons will they be the right grade (eg HLTAs, Cover supervisors) and will they have the support, training, skills and experience needed?

Yes

- Will the school consider alternative arrangements for external agencies which minimise the need for physical visits, in-person observations and face to face assessments?

Yes

- Will the school adopt a policy for continued employment for peripatetic and supply staff as necessary in order to ensure such staff are able to continue to support the school as needed?

Yes - particularly with Merton Music Foundation

Will arrangements be in place to ensure that supply and peripatetic staff are informed about and supported with regard to safety measures when in school?

Yes - all such staff will receive full induction.

Has the school agreed that any staff required to quarantine in September as a result of holidays booked prior to the Government's quarantine announcement will be able to work at home or be allowed paid leave of absence?

Yes each case will be considered individually.

Are there arrangements in place to ensure only essential visitors are allowed on site?

Yes - school officers are aware that visitors to the site should continue to be for essential purposes.

Are there arrangements in place to ensure that visiting staff are considered during any test and trace process and can be contacted if necessary?

Yes - the inventory system keeps a record of all visitors

Do the staff working for contractors in schools have access to full contractual sick pay and is the real living wage paid as a minimum?

Yes

Has the school introduced a robust staff testing process?

Yes - all staff working in school are asked to complete a lateral flow test on Sunday and Wednesday, submitting their results to the school. Positive tests are confirmed through a full COVID test during which time staff with a positive test are not permitted to be in school.

School operations

(refer to [DFE Advice](#) Section 2 “School Operations”)

1. Dedicated school transport

Main question: Has your school made satisfactory plans for dedicated school transport including statutory provision? N/A

2. Wider public transport

Main question: Has your school made satisfactory plans for wider public transport?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Has the school ascertained how many pupils currently travel to school using public transport and begun discussions with the local authority and/or Local PHE Health Protection Team on alternatives?

Very low numbers of children use public transport. The LA are operating a no-entry scheme to Montacute Road with penalty notices during arrival and departure times which will further discourage the use of private vehicles.

Will alternatives be promoted which, where possible, avoid a significant increase in car journeys?

Children will continue to be encouraged to walk, cycle etc. They will be discouraged from sharing lifts.

3. Student attendance

Main question: Has your school made satisfactory plans for student attendance?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Will a flexible approach to mandatory attendance be adopted based on “working towards full attendance” and recognising the differing circumstances of families and pupils?

Yes

Will arrangements be in place to support families of Black students, students with SEND and others who may have increased concerns about resuming full attendance, particularly in areas where deaths from Covid have been high?

Yes

Will arrangements remain in place for remote education for students who cannot attend schools?

Yes through Google classroom and Tapestry

Will the school ensure that its workload impact assessment includes remote education for students unable to return to school?

Yes

4. Educational visits

Main question: Has your school made satisfactory plans for educational visits?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Does the school intend to resume domestic educational visits not involving an overnight stay?

Not at present. This will be reviewed in the Spring term.

Will staff be fully consulted on the resumption of a programme of educational visits and on individual proposed visits?

Yes

Will additional support be available from the Educational Visits Co-ordinator or other senior member of staff when planning any visit so that assurances can be given that venues are covid-secure?

Yes

5. School uniform

Main question: Has your school made satisfactory plans for school uniform policy in order to make it easier for everyone to wear clean clothes?

Leadership check - Yes

NEU/GMB check - Yes

Comments- None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Will a relaxed uniform policy be in place?

Yes. This will be reviewed at Easter.

Will this also apply to staff dress codes?

Yes

6. Extra-curricular provision

Main question: Has your school made satisfactory plans for extra-curricular provision?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Does the school intend to resume any breakfast and after-school provision?

No - This will be reviewed again at the start of the Summer term.

If so, will this be done without increasing contact and mixing and without increasing staff workload?

Yes.

Education provision

(refer to [DFE Advice](#) Section 3 “Curriculum, Behaviour and Pastoral Support” and Section 4 “Assessment and Accountability”)

1. Curriculum expectations

Main question: Has your school made satisfactory plans to address curriculum expectations?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Have staff been consulted on changes to the curriculum aimed at ‘recovery’ that is relevant and responsive to children and communities, that uses approaches and content from the previous year’s curriculum?

Yes

Has additional time been provided for staff to ensure new activities and remote learning can be thoroughly and collaboratively planned?

Yes.

Does your timetable give each year group access to all curriculum subjects and is there a good balance between core and foundation subjects?

Yes

Does the timetable include sufficient creative subjects, and space for dialogue and sustained thinking?

Yes

Has the school agreed not to ‘set’ pupils in Y7 in order to better maintain consistent bubbles?

N/A

Will staff be consulted about spending catch-up funding and about the best ways to plan small group work for students to enable consolidation??

Yes - A catch up plan has been formulated and shared with staff and Governors..

2. Behaviour and pastoral issues

Main question: Has your school reviewed its behaviour policy and pastoral systems to make them relevant and appropriate for the Coronavirus period?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Does the timetable include sufficient/increased time or additional arrangements for social and emotional support for students?

Yes - this is a key part of our approach.

Have pastoral systems been reviewed to support students to make healthy transitions and continue to engage with their learning?

Yes.

Has sufficient time been allocated to outdoor learning for all pupils, especially in EYFS?

Yes following Government and external guidance and support for EYs

How will learning, transitions and extra support for pupils with SEND be planned?

Additional SEND staffing to aid transitions

Has the behaviour policy been reviewed to acknowledge the increased level of trauma and anxiety experienced by students and the impacts on engagement, self-esteem and behaviours?

Yes.

3. Assessment and accountability

Main question: Has your school made satisfactory plans to address assessment and accountability?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Has additional time been allocated within teaching time for ongoing assessment of pupils' baseline assessments and transitions from their previous class?

Yes.

Will staff be consulted on what meaningful assessment will look like following the period of closure and remote learning?

Yes

[Primary] Has the school agreed that it will not carry out the government's baseline assessment in the autumn term and will not be an early adopter of the new EYFS curriculum?

Baseline assessment has been cancelled. The school **are** an Early adopter of the EYs curriculum (recently cancelled by the DfE).

Will staff be consulted on new, innovative ways of working to build on lessons learnt and use of technology during the lockdown, eg use of technology and outdoor learning?

Yes

Has the school agreed not to link pay progression to pupil progress in 2020-2021?

Yes - pay progression at St Teresa's is a far more rounded process.

Contingency planning

(refer to [DFE Advice](#) Section 5 “Contingency Planning for Outbreaks”)

Main question: Has your school made satisfactory contingency plans for responding to Covid-19 outbreaks?

Leadership check - Yes

NEU/GMB check - Yes

Comments - None

Supplementary questions to ask in deciding whether arrangements are satisfactory:

Will the school put a plan in place for students’ remote education in the event of the school needing to close?

Yes - weekly distance learning plans. The school loaned out 100+ Chromebooks in the Spring term. A further 135 are available in school which will greatly increase our ability to support distance learning if another closure event is needed.

Will the school ensure that its workload impact assessment includes possible remote education for all students in the event of the school needing to close?

Yes

Will the school ensure that staff and students have full access to Government schemes around the provision of IT equipment?

Yes - we are supported by LGFL

Will there be full consultation with trade union reps on contingency plans?

Yes