



## 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 11<sup>th</sup> May 2020 as follows:

[Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

Assessment conducted by:	Zoe Cannon	Job title:	Head Teacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	29.5.20 8.6.19 15.6.20	Review interval:	12.6.20	Date of next review:	

Related documents	
<b>Trust/Local Authority documents:</b>	<b>Government guidance:</b> <a href="#">Actions for educational and childcare settings to prepare for wider opening from 1 June 2020</a> <a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a> <a href="#">Coronavirus (COVID-19) Collection: guidance for schools and other educational settings</a> <a href="#">Actions for schools during the coronavirus outbreak</a> <a href="#">Coronavirus (COVID-19): implementing social distancing in education and childcare settings</a> <a href="#">Coronavirus (COVID-19): guidance for educational settings</a> <a href="#">COVID-19: cleaning in non-healthcare settings</a> <a href="#">GDPR privacy notice – Track and Trace</a>

## Risk matrix

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

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>1. Establishing a systematic process of partial opening, including social distancing</b>					
<b>1.1 Net capacity</b>					
Available capacity of the school is reduced when social distancing guidelines are applied		<ul style="list-style-type: none"> <li>Agreed number of pupils who can attend the premises on any given day to enable compliance with social distancing rules.</li> <li>Agreed new timetable and arrangements confirmed for each year group.</li> <li>Arrangements in place to support pupils when not at school with remote learning at home.</li> </ul>		<p>Maximum of 10 in classroom (11 if siblings in same class). Shared planning so timetable and expectations for year 6 are all the same.</p> <p>Currently able to accommodate all who have requested a place with room for increase.</p> <p>Work packs continue to be emailed/sent home for all year groups.</p> <p>Showbie and email correspondence with teaching staff.</p>	L
<b>1.2 Organisation of teaching spaces</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Classroom sizes will not allow adequate social distancing		<ul style="list-style-type: none"> <li>Classroom size and numbers reviewed.</li> <li>Class sizes and timetables/staffing amended allowing for reduced numbers in line with government guidance (i.e. a maximum of 15 pupils per class)</li> <li>Classrooms re-modelled, with chairs and desks in place to allow for social distancing.</li> <li>Spare chairs removed from desks so they cannot be used.</li> <li>Clear signage displayed in classrooms promoting social distancing.</li> <li>In primary schools, classes stay together with their teacher and do not mix with other pupils.</li> </ul>		<p>We have capacity for 148 children. 10 classrooms can accommodate 10 children. 2 classrooms can accommodate 8 children. The hall could house 20 children and the community room 10 children. Break out spaces cannot be factored in as they are storing spare furniture from the classrooms. <b>However, staff would need to be carefully considered.</b></p> <p>All classes to have a radio for easy contact in case of first aid or other issue.</p> <p>Data will be collected regarding suspect and confirmed cases of Covid19 in line with the GDPR privacy notice and staffing capacity amended accordingly.</p>	L
Large spaces need to be used as classrooms		<ul style="list-style-type: none"> <li>Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching.</li> <li>Large gatherings prohibited.</li> <li>Design layout and arrangements in place to enable social distancing.</li> </ul>		<p>The hall can only be used by one bubble at a time for socially distanced PE such as a Joe Wicks work out. No pupils should need to move through the hall at any point in the day.</p> <p>If necessary, the hall can be used as a teaching space for up to 20 children, but this would put a strain on handwashing and toileting facilities.</p>	L
<b>1.3 Availability of staff and class sizes</b>					
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning		<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> </ul>		<p>No lessons are being taught online, but work is being set, emails are being responded to</p>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>Full use is made of testing to inform staff deployment.</li> <li>A blended model of home learning and attendance at school is utilised until staffing levels improve.</li> </ul>		<p>and Showbie is being used with all year groups. We have one teacher in 3 out of 4 year groups who is being shielded and so they are taking responsibility for setting and responding to the work for the three classes whilst the rest will be teaching bubbles in school. <b>The four shielded teachers (amber rating) will be working part-time in school from the 4<sup>th</sup> of June due to increasing numbers of key worker children. Individual risk assessments updated to reflect this.</b></p>	
<b>1.4 Prioritising provision</b>					
<p>The continued prioritisation of vulnerable pupils and the children of critical workers will create 'artificial groups' within schools when they reopen</p>		<ul style="list-style-type: none"> <li>Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school.</li> <li>Pastoral and SEND support is deployed wherever possible to support prioritised pupils.</li> <li>Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds.</li> <li>A plan is in place for the phasing in of the other cohorts.</li> </ul>		<p>Differentiated work will be set where necessary and limited TA support will be available. . Differentiated work packs are also sent out. Weekly phone calls home continue to vulnerable pupils and those at home are encouraged to attend school.  <b>Key worker bubbles are mainly single year group.</b></p>	L
<b>1.5 The school day</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<p>The start and end of the school day create risks of breaching social distancing guidelines</p>		<ul style="list-style-type: none"> <li>• Start and departure times are staggered.</li> <li>• The number of entrances and exits to be used is maximised.</li> <li>• Different entrances/exits are used for different groups.</li> <li>• Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>• Floor markings are visible where it is necessary to manage any queuing.</li> <li>• Attendance patterns have been optimised to ensure maximum safety.</li> <li>• No parents to be permitted into schools.</li> </ul>		<p>No Year 6 parents will be allowed on site as there is a large area on the adjacent park where it is very safe to wait.</p> <p>TAs and teachers have a naturally staggered arrival on site.</p> <p>Mid-days are now in two groups, depending if the lunchtime for their bubble starts at 12.00 or 12.15.</p> <p>Parents will only be allowed into our reception area to collect work packs as we will only have one member of the office team on site.</p> <p>The start and end to the day is staggered over half an hour for all pupils and each bubble is given a specific time slot.</p> <p>Parking is banned down the cul-de-sac leading to school to ensure pavements free for social distancing.</p>	<p>M (due to the lack of control over parents outside the school gates)</p> <p>L Year 6 have been excellent at observing protocols as have most families. No-one hanging around the park.</p>
<p>1.6 Planning movement around the school</p>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<p><b>Movement around the school risks breaching social distancing guidelines</b></p>		<ul style="list-style-type: none"> <li>• Circulation plans have been reviewed and revised.</li> <li>• One-way systems are in place where possible.</li> <li>• Corridors are divided where feasible.</li> <li>• Appropriate signage is in place to clarify circulation routes.</li> <li>• Pinch points and bottle necks are identified and managed accordingly.</li> <li>• Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round.</li> <li>• Lesson change overs are staggered to avoid overcrowding.</li> <li>• Pupils are regularly briefed regarding observing social distancing guidance.</li> <li>• Appropriate duty rota and levels of supervision are in place.</li> </ul>		<p>There are only two short corridors in school. One is only used by staff and the other is only used by two classes to access the toilets.</p> <p>All classrooms apart from one have an external door, so pupils will enter and exit this way. Breaks and lunchtimes are staggered to allow hand washing and socially distance movement around school. There are no lesson changeovers – pupils stay in the same classroom all day, including for lunchtime. All classrooms will have a radio and SLT will monitor calls all day.</p> <p>TAs, SLT and pastoral staff used for break duties to cover each bubble.</p> <p>One mid-day allocated to each class</p>	L
<b>1.7 Curriculum organisation</b>					
<p><b>Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened</b></p>		<ul style="list-style-type: none"> <li>• Gaps in learning are assessed and addressed in teachers' planning.</li> <li>• Home and remote learning is continuing and is calibrated to complement in-school learning and address daps identified.</li> </ul>		<p>The work packs being set for Year 6 home learning will be very similar to the work being taught in school. Work packs for other year groups continue to address the learning that would have been taking place in school.</p> <p>The children will be allowed to choose up to 3 reading books on Monday (depending on size).</p>	M

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				These will be place in a box on Friday morning and not put back on the shelf until Monday morning (72 hours later). A timetable for accessing reading books will be place for Monday morning – each class has a half hour slot and sends one child at a time.	
<b>1.8 Staff workspaces</b>					
Staff rooms and offices do not allow for observation of social distancing guidelines		<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff have been briefed on the use of these rooms and confirm understanding.</li> </ul>		<p>Staff room is limited to 8 staff on socially distanced furniture.</p> <p>The community room is being used as an overflow staffroom. This is being cleaned after breakfast club and after lunchtime ready for after school club.</p> <p>Observations show strong adherence to rules.</p>	L
<b>1.9 Managing the school lifecycle</b>					
Limited progress with the school's summer term calendar and workplan because of COVID-19 measures		<ul style="list-style-type: none"> <li>School calendar for the summer term rationalised.</li> <li>Senior Leadership Team (SLT) and staff workplans to include short- and medium-term planning.</li> <li>Staff recruitment for September 2020 ongoing</li> <li>Curriculum and timetable for September 2020 ongoing</li> </ul>		<p>The only recruitment need for September is mid-days which will be happening.</p> <p>Teaching staff are already aware of which year groups they are teaching next year and are starting to plan.</p> <p>Teachers send out work packs which have an overview plan with the same format for all year groups and detailed plans for each subject, including resources</p>	M

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				All subject leaders have completed detailed curriculum provision maps for our new curriculum which will be ready in June to use as planning tools.	
Pupils moving on to the next phase in their education do not feel prepared for the transition		<ul style="list-style-type: none"> <li>• A plan is in place for staff to speak with pupils and their parents about the next stage in their education and resolve any issues.</li> <li>• There is regular and effective liaison with the destination institutions (e.g. secondary schools) to assist with pupils' transition.</li> <li>• Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> <li>• Virtual tours of the school are available for parents and pupils.</li> <li>• Online induction days for pupils and parents are planned.</li> </ul>		<p>All parents are called every two weeks. If a teacher cannot get in contact, this is passed onto the pastoral team.</p> <p>As a school, we have been praised by the secondaries for the detailed information that we have uploaded to the Derby transition portal. Year 6 staff are in regular contact with secondary schools.</p> <p>We have not yet communicated with new parents, but plans are in process. A guide to the school with photos of staff and the site is being compiled and a video will be put together next week. Our year 2 children mainly come from the infants, who have offered to email out anything we need. The Year 3 lead will be in contact with other schools.</p>	L
<b>1.10 Governance and policy</b>					
Governors are not fully informed or involved in making key decisions		<ul style="list-style-type: none"> <li>• Online meetings are held regularly with governors.</li> <li>• Governing bodies are involved in key decisions on reopening.</li> <li>• Governors are briefed regularly on the latest government guidance and its implications for the school.</li> </ul>		Two virtual FGB meetings have already taken place. Governors are emailed regular updates.	L

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				Goverors have been fully briefed on the plans for re-opening the school.  The chair of governors has walked the site to see all that is in place.	
<b>1.11 Policy review</b>					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances		<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> <li>Trust to update all relevant statutory and staffing ones.</li> </ul>		SEND, Safe-guarding, attendance, Fire and Behaviour policies have been updated.	L
<b>1.12 Communication strategy</b>					
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health		<ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>Staff</li> <li>Pupils</li> <li>Parents</li> <li>Governors/Trustees</li> <li>Professional associations</li> <li>Other partners</li> </ul> </li> </ul>		All groups are updated by email as the need arises. All information for parents is also on the website. Key information for parents is also sent as a link to a text message.	L
<b>1.13 Staff induction and CPD</b>					
Staff are not trained in new procedures, leading to risks to health		<ul style="list-style-type: none"> <li>A revised staff handbook is issued to all staff prior to reopening.</li> <li>Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> <li>Infection control</li> <li>Fire safety and evacuation procedures</li> <li>Constructive behaviour management</li> <li>Safeguarding</li> <li>Risk management</li> </ul> </li> </ul>		A handbook of new protocols for key aspects of school (eg lunchtimes, use of the staffroom) has been issued to staff.  All groups of staff are in school on the INSET day 1 <sup>st</sup> of June for staff training in these areas.	L

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New staff are not aware of policies and procedures prior to starting at the school when it reopens		<ul style="list-style-type: none"> <li>Induction programmes are in place for all new staff – either online or in-school – prior to them starting.</li> <li>The revised staff policies and expectations are issued to all new staff prior to them starting.</li> </ul>			L
<b>1.14 Free school meals</b>					
Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school		<ul style="list-style-type: none"> <li>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.</li> </ul>			L
<b>1.15 Risk assessments</b>					
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.		<ul style="list-style-type: none"> <li>Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> <li>Different areas of the school</li> <li>When pupils enter and leave school</li> <li>During movement around school</li> <li>During break and lunch times</li> </ul> </li> <li>Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul>		<p>There is a one way system around the site and nearly all pupils enter school via an external classroom door. Each pair of classrooms has it's own set of toilets, limiting movement needed for the children.</p> <p>SLT have carry out a learning walk and daily check list to ensure protocols are being covered.</p>	L

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<b>1.16 School transport</b>					
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		<ul style="list-style-type: none"> <li>The details of how pupils will travel to and from school are known prior to opening.</li> <li>Effective liaison with bus companies (as appropriate) is used as a basis for planning staggered start and departure times.</li> </ul>		Pupil either walk to arrive by car. No pupils arrive by bus	L
<b>2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19</b>					
<b>2.1 Cleaning</b>					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required		<ul style="list-style-type: none"> <li>A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.</li> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> </ul>		Enhanced cleaning is already in place. All cleaning staff are already working in school and familiar with the protocols. Schedule is being drawn up for lunchtimes and the closure day on Wednesday by the site manager	L
<b>2.2 Hygiene and handwashing</b>					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency		<ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> </ul>		<p>Additional stocks have been purchased. Hand-driers are in most toilets, so these have been replaced with bins and paper towels for thorough drying. The caretaker is checking all bathrooms in the morning and at lunchtime.</p> <p>Nappy sacks are being used to double bag used tissues which will then be placed in the lined bin in the classroom. Bins will be emptied twice a day.</p>	L

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				A COSHH dual coded risk assessment is in place for hand gel and a laminated copy is next to all hand sanitisers in school.	
Pupils forget to wash their hands regularly and frequently		<ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</li> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>		<p>Clear signage around school and in all bathrooms. SLT and TA monitoring is planned. How to wash hands well is included in the video that is ready to send out to parents.</p> <p>Daily checks by SLT as part of our checklist.</p>	L
<b>2.3 Clothing/fabric</b>					
Not wearing clean clothes each day may increase the risk of the virus spreading		<ul style="list-style-type: none"> <li>Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks.</li> <li>Expectations and guidance are communicated to parents.</li> </ul>		Pupils are being asked to wear causal clothes and trainers to avoid having to change for PE. Staff and children are asked to wear clean clothes each day.	L
The use of fabric chairs may increase the risk of the virus spreading		<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>		<p>Fabric items have been removed or taken out of use in all classroom for children.</p> <p>Chairs to be used in the staffroom have been replaced with plastic chairs. Elsewhere, fabric teacher chairs are used by one member of staff during the day.</p>	L
<ul style="list-style-type: none"> <li>2.4 Testing and managing symptoms</li> </ul>					
Testing is not used effectively to help manage staffing levels and support staff wellbeing		<ul style="list-style-type: none"> <li>Guidance on getting tested has been published.</li> <li>The guidance has been explained to staff as part of the induction process.</li> <li>Employer testing portal available for leaders to request tests via Trust.</li> </ul>		<p>Training for all staff groups INSET 1<sup>st</sup> of June.</p> <p>Guidance on testing is published on newsletter.</p>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
				Staff, governors and parents are sent guidance on the action to take and who to alert in the eventuality of a suspect or confirmed case of Covid19. Data is used in line with our GDPR coronavirus privacy notice.	
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms		<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> <li>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply.</li> <li>A record of any COVID-19 symptoms in staff or pupils is reported to the trust.</li> </ul>		Attendance will be monitored as usual. Government guidance for Covid19 symptoms is displayed in staff room, first aid area and is part of government training.	L
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19		<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>			L
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school		<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>			L
<b>2.5 First Aid/Designated Safeguarding Leads</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk		<ul style="list-style-type: none"> <li>A programme for training additional staff is in place.</li> <li>Collaborative arrangements for sharing staff with other schools in the locality have been agreed.</li> </ul>		Neither has been formally arranged, but we liaise closely with the infants on the same site. We have 6 DSLs and 4 staff who are paediatric first aid trained on site (5 at lunchtime) All staff who were in school two years ago have received First Aid training.	L
<b>2.6 Medical rooms</b>					
Medical rooms are not adequately equipped or configured to maintain infection control		<ul style="list-style-type: none"> <li>Social distancing provisions are in place for medical rooms.</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>		<p>The community room is being used for suspected Covid19 cases. This is the size of a classroom so social distancing is easy and has a disabled toilet attached.</p> <p>PPE including face shields is available for use in the medical area if necessary.</p> <p>PPE is also in the head's office, first aid area and large disable toilet with clear instructions for use.</p>	L
<b>2.7 Communication with parents</b>					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school		<ul style="list-style-type: none"> <li>As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>A COVID-19 section on the school website is created and updated.</li> <li>Parent and pupil handbooks created.</li> </ul>		<p>The website is being kept up to date by one of our shielded members of staff.</p> <p>A weekly newsletter is sent out, as well as further updates where necessary.</p>	L
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19		<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.</li> </ul>		Regular newsletter and other updates as appropriate.	L

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				The GDPR Covid19 privacy notice is on the website and parents have been alerted to this.	
<b>2.8 Personal Protective Equipment (PPE)</b>					
Provision of PPE for staff where required is not in line with government guidelines		<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. Suppliers of PPE known if currently low supplies in schools.</li> <li>Those staff required to wear PPE (e.g. SEND intimate care;) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> </ul>		School has a good supply of PPE including face shields.  Clear instructions on each box how to put it on, take it off and dispose of it.	L
<b>3. Maximising social distancing measures</b>					
<b>3.1 Pupil behaviour</b>					
Pupils' behaviour on return to school does not comply with social distancing guidance		<ul style="list-style-type: none"> <li>Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, and floor markings. For young children this is done through age-appropriate methods such as stories and games.</li> <li>Staff model social distancing consistently.</li> <li>The movement of pupils around the school is minimised.</li> <li>Large gatherings are avoided.</li> <li>Break times and lunch times are structured to support social distancing and are closely supervised.</li> <li>The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</li> <li>Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>Messages to parents reinforce the importance of social distancing.</li> <li>Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations.</li> <li>Risk assessments updated and /or completed for children who have behaviour needs and planned provision to be in place to minimise risks. Risk assessments to be shared and agreed with parents.</li> </ul>		<p>Training in key aspects will happen for all pupils on the first morning in school.</p> <p>SLT will be on duty at the beginning and end of every day to ensure that year 6 are not gathering on the adjacent park.</p> <p>At the end of the day, each Year bubble will be led out by their class teacher to the gate to ensure that they remain socially distanced.</p>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>3.2 Classrooms and teaching spaces</b>					
<p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</p>		<ul style="list-style-type: none"> <li>• Home base arrangements in place.</li> <li>• Net capacity assessment completed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance (i.e. a maximum of 15 pupils per class).</li> <li>• All furniture not in use has been removed from classrooms and teaching spaces.</li> <li>• Arrangements are reviewed regularly.</li> </ul>		<p>We have capacity for 148 children. 10 classrooms can accommodate 10 children. 2 classrooms can accommodate 8 children. The hall could house 20 children and the community room 10 children. Break out spaces cannot be factored in as they are storing spare furniture from the classrooms.</p>	L
<b>3.3 Movement in corridors</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Social distancing guidance is breached when pupils circulate in corridors		<ul style="list-style-type: none"> <li>• Circulation plans have been reviewed and amended.</li> <li>• One-way systems are in operation where feasible.</li> <li>• Corridors are divided where feasible.</li> <li>• Circulation routes are clearly marked with appropriate signage.</li> <li>• Any pinch points/bottle necks are identified and managed accordingly.</li> <li>• The movement of pupils around school is minimised as much as possible.</li> <li>• Where possible, pupils stay in classrooms and staff move around.</li> <li>• Lesson change overs are staggered to avoid overcrowding.</li> <li>• Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>• Appropriate supervision levels are in place.</li> </ul>		<p>Pupils will stay in the same classroom all day and apart from break times, lunchtimes, and PE lessons, should only need to leave to go to the toilet.</p> <p>Clearly signed one way systems in place for parents and pupils on the school site (in conjunction with infant school).</p> <p>SLT will be on duty at the beginning and end of the school day.</p>	L
<b>3.4 Break times</b>					
Pupils may not observe social distancing at break times		<ul style="list-style-type: none"> <li>• Break times are staggered.</li> <li>• External areas are designated for different groups.</li> <li>• Pupils are reminded about social distancing as break times begin.</li> <li>• Social distancing signage is in place around the school and in key areas.</li> <li>• Supervision levels have been enhanced, especially with younger pupils, to support social distancing.</li> </ul>		<p>At wet lunchtimes and breaktimes, the usual person who is on duty for that 'bubble' will take over. A list is currently being compiled of suitable non-contact entertainment for these times.</p>	L
<b>3.5 Lunch times</b>					
Pupils may not observe social distancing at lunch times		<ul style="list-style-type: none"> <li>• Pupils are reminded about social distancing as lunch times begin.</li> <li>• Pupils wash their hands before and after eating.</li> <li>• Dining area layouts have been configured to ensure social distancing.</li> <li>• Tables and chairs have been cordoned off where this is not possible.</li> <li>• Floor markings are used to manage queues and enable social distancing.</li> <li>• Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces.</li> <li>• Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes).</li> <li>• Eating areas are cleaned after lunch.</li> </ul>		<p>Pupils are eating in the classrooms. School dinners in the form of grab bags will be brought to them by the mid-day assigned to that bubble.</p> <p>Lunchtime is staggered and shortened: 12.00 - 1.00 and 12.15 - 1.15 to ease washing of hands and transition on and off the playground.</p> <p>Packed lunch boxes are kept under pupil tables and immediately returned their when</p>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
				<p>they have eaten. School dinner waste will be put into a bin bag and disposed of.</p> <p>Our lead mid-day is also our caretaker and will be cleaning tables, sanitising touch points and toilets and checking supplies over lunchtime.</p> <p>A first aider will be on duty in school over lunch and break times. Any child needing first aid will be collected from the playground by an adult.</p>	
<b>IL3.6 Toilets</b>					
Queues for toilets and handwashing risk non-compliance with social distancing measures		<ul style="list-style-type: none"> <li>• Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>• Pupils know that they can only use the toilet one at a time.</li> <li>• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>• The toilets are cleaned frequently.</li> <li>• Monitoring ensures a constant supply of soap and paper towels.</li> <li>• Bins are emptied regularly.</li> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>		<p>Pupils will be sent to the toilets one at a time, so there should be no need for queuing. However, waiting points on the floor have been marked.</p> <p>Toilets checked and key areas sanitised over lunchtime.</p> <p>Clear signage in toilets and pupils reminded daily.</p>	L
<b>3.7 Medical Rooms</b>					
The configuration of medical rooms may compromise social distancing measures		<ul style="list-style-type: none"> <li>• Social distancing provisions are in place for medical rooms.</li> <li>• Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>• Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>			L
<b>3.8 Reception area</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines		<ul style="list-style-type: none"> <li>Social distancing points are clearly set out.</li> <li>Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).</li> <li>Non-essential deliveries and visitors to school are minimised.</li> <li>Arrangements are in place for segregation of visitors.</li> </ul>		Glass window in reception to be opened only a crack for communication. Tape on floor to demarcate where to stand. Clear signage for visitors.	L
<b>3.9 Arrival and departure from school</b>					
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply		<ul style="list-style-type: none"> <li>Start and finish times are staggered.</li> <li>Parents are not allowed in the school building</li> <li>One parent only to drop off / pick up</li> <li>The use of available entrances and exits is maximised.</li> <li>Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.</li> <li>Weekly messages to parents stress the need for social distancing at arrival and departure times.</li> </ul>		Parents are only allowed in the reception area one at a time if they need to collect work packs.  Clear instructions to parents through letter and newsletters  Regular walk round of site and adjacent road by SLT at key times shows majority being compliant.	L
<b>3.10 Transport</b>					
The use of public and school transport by pupils poses risks in terms of social distancing		<ul style="list-style-type: none"> <li>Guidance is in place for pupils and parents on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings if pupils are travelling with children other than from their own class.</li> <li>Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied.</li> </ul>		As far as we are aware, no pupils catch the bus to school.	L
<b>3.11 Staff areas</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
The configuration of staff rooms and offices makes compliance with social distancing measures problematic		<ul style="list-style-type: none"> <li>Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff.</li> </ul>		Community room has been set up as an overflow staff room – only 8 members of staff allowed in staffroom and 10 in community room at any one time.	L
<b>4. Continuing enhanced protection for children and staff with underlying health conditions</b>					
<b>4.1 Pupils with underlying health issues</b>					
Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them		<ul style="list-style-type: none"> <li>Parents have been provided with clear guidance and this is reinforced on a regular basis.</li> <li>Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> <li>The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>Schools have a regularly updated register of pupils with underlying health conditions</li> <li>Risk assessments and / or medical health care plans updated outlining procedures and staffing for medical and / or intimate care i.e. feeding tubes. These to be shared and agreed with parents.</li> </ul>		SECNo is creating folders for all 'bubbles' with medical needs, risk assessments, behaviour plans, IEPS and ECHPS where relevant.	L
<b>4.2 Staff with underlying health issues</b>					
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		<ul style="list-style-type: none"> <li>All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. RAG rating kept.</li> <li>Members of staff with underlying health conditions have been asked to seek the advice of their GP/consultant/midwife or current government advice.</li> <li>Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> </ul>		Risk assessments have been completed for all shielded staff and discussed with them. Where possible, those staff with an amber rating have had their working conditions changed to eliminate or reduce the risks to a level where they can access site and carry out their role safely.	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>All staff with underlying health conditions that put them at increased risk from COVID-19 may work from home in line with national guidance or can come into work following consideration of personal risk.</li> <li>Current government guidance is being applied.</li> </ul>			
<b>5. Enhancing mental health support for pupils and staff</b>					
<b>5.1 Mental health concerns – pupils</b>					
Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general		<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> <li>Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).</li> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>		<p>The two members of our pastoral team have prepared for this role. Each class will have a container where pupils can drop a note to request a check in - these will be checked twice a day. Identified pupils will be invited to have a chat. The pastoral room and library will be used to aid social distancing.</p> <p>Well-being is a key part of the curriculum.</p> <p>All Year 6 children will have a check in on their return to school.</p> <p>Links to resources are available on the website.</p> <p>School have bought the online resource from Andy Cope which is being shared with all pupils in weekly work packs. Weekly phone calls home to continue to vulnerable pupils and fortnightly to all others.</p>	L
<b>5.2 Mental health concerns – staff</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
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		<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff briefings/training on wellbeing are provided.</li> <li>Staff have been signposted to useful websites and resources.</li> <li>Staff survey on wellbeing conducted so staff views known.</li> </ul>		<p>Regular reminders in staff memo and links to resources. SLT meeting start with check-in regarding the year group teams.</p> <p>Trust well-being survey took place.</p>	L
Working from home can adversely affect mental health		<ul style="list-style-type: none"> <li>Staff working from home due to self-isolation have regular catch-ups with line managers.</li> <li>Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise.</li> <li>Appropriate work plans have been agreed with support provided where necessary.</li> <li>Staff working from home may help provide remote learning for any pupils who need to stay at home.</li> <li>Individual working from home risk assessment completed and in school.</li> </ul>		<p>Year group teams have regular virtual meetings, including TAs. Year group leads have designated work for staff working from home. There have also been CPD and other expectations, such as completing curriculum progression maps.</p> <p>Other staff have contact with their line manager eg kitchen staff and SBM.</p> <p>Risk assessments for home working and shielded staff are in place.</p>	L
<b>5.3 Bereavement support</b>					
Pupils and staff are grieving because of loss of friends or family		<ul style="list-style-type: none"> <li>Support is requested from other organisations when necessary.</li> <li>Access to a suite of information on bereavement through Trust HR.</li> </ul>		<p>As we sadly lost a member of staff, a comprehensive pack of support materials was emailed out to staff and parents.</p> <p>Staff have been very positive about how well they were supported by the SLT through this situation.</p>	L
<b>6. Maintaining educational provision for children of key workers and vulnerable children</b>					
<b>6.1 Maintaining provision</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Educational provision must still be maintained for priority children when the school reopens		<ul style="list-style-type: none"> <li>Current government guidance is being followed.</li> <li>Liaison is continuing with parents who are key workers and the parents of vulnerable children to agree required provision.</li> <li>The facility for full-time attendance is available where required (even if their peers are only attending part-time).</li> <li>Arrangements are in place to ensure that this cohort is tracked and supported effectively.</li> <li>Arrangements are in place where supervision for children of key workers needs to be extended beyond the normal school day.</li> <li>Arrangements are in place to supervise children of key workers and vulnerable children over any holiday periods in-line with current government guidance.</li> </ul>		<p>Parents are in frequent email and phone communication with school.</p> <p>Breakfast and after school club are still operational with careful protocols in place. A maximum of 6 families are permitted to attend Breakfast Club and up to 7 attend After School Club in the Community room and 10 if this is in the hall. A full list of protocols is shared with parents. Only children from the junior and feeder infant school are permitted to attend.</p> <p>The school has been open over all holidays, excluding the May Bank Holidays.</p>	L
<b>7. Operational issues</b>					
<b>7.1 Review of fire procedures</b>					
Fire procedures are not appropriate to cover new arrangements		<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>Reduced numbers of pupils/staff</li> <li>Possible absence of fire marshals</li> <li>Social distancing rules during evacuation and at muster points</li> <li>Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>Staff and pupils have been briefed on any new evacuation procedures.</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>		Staff will be trained on the INSET day and a practice will take place on the first day that the year 6 pupils return.	L
Fire evacuation drills - unable to apply social distancing effectively		<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> </ul>		An successful evacuation practice took place on the 4.6.20	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Fire marshals absent due to self-isolation		<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>		Staff in each wing of the building are responsible for closing doors and windows before leaving the building.	
<b>7.2 Managing premises on reopening after lengthy closure</b>					
All systems may not be operational		<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate.</li> <li>All systems have been recommissioned.</li> </ul>		Site manager and caretaker are following the government guidance.	L
Statutory compliance has not been completed due to the availability of contractors during lockdown		<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> </ul>		Water systems have been maintained and those areas not in use have been flushed out weekly. Weekly water testing by site manager has taken place.	L
<b>7.3 Contractors working on the school site</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control		<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times.</li> <li>Temperature checks are carried out on arrival and before entering the school building.</li> <li>Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>		<p>The school has had some decorating and carpeting work carried out. This was in a wing of the building not used by the children and the contractors used the fire door to the classrooms concerned, rather than the main exit. Pre-site meetings had all taken place before lockdown.</p> <p>Any checks or maintenance that need to take place by external staff during the week are carried out when the children are not on site.</p>	L
<b>8. Finance</b>					
<b>8.1 Costs of the school's response to COVID-19</b>					
The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties		<ul style="list-style-type: none"> <li>Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>Additional sources of income are under exploration.</li> <li>The school's projected financial position has been shared with governors and trust.</li> </ul>		<p>A balanced budget is forecast for the year end.</p> <p>Financial pressures are caused by lack of attendance at wrap around care and take up of school dinners.</p>	L
<b>9. Governance</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>9.1 Oversight of the governing body</b>					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.		<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>The HT's report to governors and standards report includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</li> </ul>		The Chair of Governors has walked round the site to see the protocols in place.	L
<b>10. Additional site-specific issues and risks</b>					
Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
		•			
		•			
		•			
		•			

## Feedback

- **Governor Minutes 19.5.20**

**Parent Governors agreed** with the feedback from other parents that the work set, and support was excellent.

**GR said Governors should be aware** that the whole staff had recognised how hard the Headteacher had worked to keep the school going through the closure particularly ensuring the wellbeing of all children and staff in the background of new guidelines and information coming into school daily. She has motivated all the staff throughout.

**CK said** this was also clear to the parents and children.

- **Email from a parent 7.6.20**
- My thanks to you and your team for all they have been doing and continue to do. Having the children back in school is making a massive difference to our family.

Best wishes, LG

**Feedback from anonymous survey to staff 8.6.20**

- Thanks you for the tireless efforts you have gone to. I feel completely supported physically, professionally and emotionally. It is all very much appreciated.
- I am concerned about the well-being of all staff. Everyone is working really hard and I worry schools will be asked to open over the summer holidays.
- Thank you for everything you are doing to keep us and the children safe. I know how much hard work you have put into it and how stressful it has been.
- Consider teachers who are trying to do everything: planning, teaching, phone calls, Showbie marking and then having to prep work for a different year group.
- Staff were asked how safe they felt in school and asked to grade this out of 10. The average response was 7.9.

**Transform Well-being Survey May 2020**

Question	Trust Average	School Average (21 responded)
Q3. How would you rate your current mental health and wellbeing?	6.6	7
Q4. How well have your School Leaders communicated with you during this pandemic?	9.1	9

Q5. To what extent do you feel supported in your role at this time by School Leaders?	8.8	9
Q6. Do you feel able to manage your current workload in these circumstances?	85.8% said yes	95% said yes
Q7. I know where to go for support regarding my health, safety and wellbeing?	94.8% said yes	100% said yes
Q8. I understand the steps the school is taking to ensure my health and wellbeing at work	82.6% said yes	95% said yes
Q9. Is there anything else you think the school could realistically be doing to support your work and wellbeing during this time?	77.6% said no	86% said no

#### COMMENTS

- ☑ School supportive. Great team. Amazing communication from Zoe and the team
- ☑ Transform have been amazing
- ☑ Continue to adopt the pro-active approach to preparing staff.

#### CONCERNS

- ☑ need for PPE/goggles
  - ☑ Social distancing
  - ☑ Risk of infection
  - ☑ Change of teaching methods with more sitting
-