



**Coronavirus (COVID-19): Supplementary Risk Assessment for schools from the beginning of the Spring Term 2021
(Phase 3)
for Newdale Primary School & Nursery**

Assessment conducted by: Rachel Cook/ John Griffiths	Job title: Headteacher/ SBM	Covered by this assessment: Staff, children and visitors to Newdale Primary School site.
Date of assessment: 5 th January 2021	Date of next review: 22 nd February 2021	This document was written on 5 th January 2021 and you must ensure you are completing the newest format

The sole purpose of this supplementary risk assessment is to support schools for all pupils in all year groups from the beginning of the spring term 2021, **while reducing the risk of coronavirus transmission**

- For the purpose of this risk assessment, the term ‘coronavirus’ to refer to coronavirus disease 2019 (COVID-19).
- Schools must ensure that this and all their risk assessment reflects the local setting and context of the school.
- Staff and unions must be consulted with regard to this risk assessment and any changes to existing COVID 19 risk assessments.
- This supplementary risk assessment is not exhaustive and some of the controls will be dynamic. This is issued to schools as a template to assist in the production of a full comprehensive document that covers the particular circumstance of the setting – **as such, the risks and risk controls should be deleted/ amended/ added-to to reflect the school.**
- This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
- When implemented in line with a revised risk assessment, these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.
 - As of 5th January 2021 during national lockdown, Colleges, primary (reception onwards) and secondary schools will remain open for vulnerable children and the children of critical workers. All other children will learn remotely until February half term.
 - <https://www.gov.uk/guidance/national-lockdown-stay-at-home#going-to-school-college-and-university>
 - <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Key:

Level of risk prior to control	Identifies the risk before any steps to reduce the risk have been taken
Risk Description:	Outlines the area of concern. This list is not exhaustive, and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs.
Risk Controls:	The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context. Add <additional information>
Impact:	Could be L/M/H or numeric, depending on what is used in the school setting.
Likelihood:	Could be L/M/H or numeric, depending on what is used in the school setting. NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE.
Responsible person:	The identified staff member(s) responsible for implementing the risk controls Head Teacher Sign Date Chair of Governors sign Date
Completion Date:	The date by which required plans for controls will be in place..

Risk Description/Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Comments / Actions needed
The school lapses in following national guidelines and advice, putting everyone at risk	H	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	M	M	Rachel Cook John Griffiths		Confer with Chair of Governors
Clinically Extremely vulnerable (CEV) individuals	H	Individual risk assessment to be completed/reviewed for staff in CEV category exposure to Coronavirus Staff - Advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) HR guidance provides advice on what additional measures individuals in this group can take tailored to each local restriction tier. As from 5th January 2021 staff that have been identified as	M	M	Rachel Cook John Griffiths		Confer with Chair of Governors

		<p>CEV have been asked to shield again should work from home if their role allows, if their role does not allow working from home they should remain at home and not attend the work place.</p> <p>In local restriction tier 4 areas, individuals who are clinically extremely vulnerable are advised to work from home and where this is not possible, they should not go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past, most recently in November 2020.</p> <p>Pupils – As from 5th January 2021 pupils that have been identified as CEV will be reviewed to identify if they are still considered CEV, if they are, they will be asked to shield again and should not attend school.</p>					
Clinically Vulnerable staff and pupils	M	<p>Individual risk assessment to be completed/reviewed for clinically vulnerable staff and pupils</p> <p>Protective measures will be put in place for staff and pupils, as far as is possible, to ensure that the risk of transmission is reduced</p> <p>Clinically vulnerable staff can continue to attend school. While in school they should follow the control measures the school has put in place to minimise the risks of transmission.</p> <p>This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in the ‘prevention’ section of government guidance. This provides that ideally, adults should maintain 2 metre</p>	L	L	Rachel Cook John Griffiths		Confer with Chair of Governors

		<p>distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.</p> <p>Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools.</p> <p>See further guidance in CEV and CV guidance and up dated risk assessment</p>					
Poor hygiene practice in school – General	H	<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> • putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: • more frequent cleaning of rooms and shared areas that are used by different groups 	M Some pupils will be M	M M for pupils who refuse to wash their hands, parents will be called to assist and until such time pupils will not be permitted to mix in	All staff in school		Confer with Chair of Governors

		<ul style="list-style-type: none"> • frequently touched surfaces being cleaned more often than normal • toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it • Ensuring that you understand contact time for cleaning chemicals • That any cleaning chemical is appropriate for the task being used for • Undertake a COSHH assessment if using new products 		their bubble			
Hand Hygiene	H	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including :</p> <ul style="list-style-type: none"> • when they arrive at school, • when they return from breaks, • when they change rooms • before and after eating. <p>Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> • whether your school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly • supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin 	M	M		All staff in school	Confer with Chair of Governors

		<p>friendly skin cleaning wipes can be used as an alternative</p> <ul style="list-style-type: none"> building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them 					
Poor hygiene practice – specific – school entrance and office spaces	H	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	M	M		John Griffiths/ Office staff	Confer with Chair of Governors
System of Controls - Prevention	H	<p>Prevention</p> <p>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</p> <p>2) Where recommended, the use of face coverings in schools.</p> <p>All staff must now wear a face covering in all communal areas of the school.</p> <p>3) Clean hands thoroughly more often than usual.</p> <p>4) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</p> <p>5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</p> <p>6) Minimise contact between individuals and maintain social distancing wherever possible.</p>	M	M		Rachel Cook	Confer with Chair of Governors

		<p>7) Where necessary, wear appropriate personal protective equipment (PPE).</p> <p>8) Always keeping occupied spaces well ventilated.</p> <p>Numbers 1 to 5, and number 8, must be in place in all schools, all the time.</p> <p>Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.</p> <p>Number 7 applies in specific circumstances</p> <p>Staff are able to access regular testing to reduce the risk of being asymptomatic carriers of the virus and spreading it within school.</p>					
System of Control - Responsive	M	<p>Response to any infection</p> <p>9) Engage with the NHS Test and Trace process. By notifying the Health Protection Hub (HPH) by completing the online notification form https://apps.telford.gov.uk/testandtrace/</p> <p>Follow guidance for use of NHS test and trace app within school</p> <p>https://www.gov.uk/government/publications/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges</p> <p>10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community. As above follow guidance received from HPH or PHE</p>	L	L		Rachel Cook/ John Griffiths	Confer with Chair of Governors

		<p>11) Contain any outbreak by following local health protection team advice. Take part in Incident Management Team meetings as requested by HPH or PHE</p> <p>Numbers 9 to 11 must be followed in every case where they are relevant.</p>					
Poor hygiene practice – specific - spread of potential infection at the start of the school day.	H	<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <p>Review your staggered start of day the school day arrangements</p>	M	M		Rachel Cook/ Staff in classrooms	Confer with Chair of Governors
Poor hygiene practice – specific – toilet/changing facilities.	H	<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p>	M	M		All school staff	Confer with Chair of Governors
Poor hygiene practice – specific - end of the school day.	H	<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <p>Review your staggered end of the school day arrangements</p>	M	M		Rachel Cook	Confer with Chair of Governors
Ill health in school.	H	<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <p>Staff are informed of the symptoms of possible coronavirus infection,</p>	M	M		Rachel Cook/ John Griffiths	Confer with Chair of Governors

		<ul style="list-style-type: none"> ➤ A high temperature ➤ A new continuous dry cough ➤ A change to their normal sense of taste or smell (anosmia) ➤ Children may also display gastrointestinal symptoms <p>They must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate and should arrange to have a test to see if they have coronavirus (COVID-19).</p> <p>Schools should use the notification form to notify the HPH of any positive cases within staff members.</p> <ul style="list-style-type: none"> • Staff who don't have the symptoms above but have other symptoms such as headache /sore throat/aches and pains/ feeling very tired for no good reason/ runny nose/ sneezing etc can book a PCR test by selecting the option "local Authority required me to test" <p>If school doesn't have its own Rapid testing facility then asymptomatic staff members can book a rapid test using this link below. This can be done weekly http://orlo.uk/Y5LBC</p>					
Local restrictions tiers and National Lockdown	M	As of 5 th January 2021 during national lockdown, Colleges, primary (reception onwards) and secondary schools will remain open for vulnerable	M	M		Rachel Cook	Confer with Chair of Governors

<p>Additional implications</p>	<p>children and the children of critical workers. All other children will learn remotely until February half term.</p> <p>Education settings will remain open in local restriction tiers 1,2, 3 and 4, see more in the Local restriction tiers: what you need to know guidance.</p> <p>Local restriction tiers: 2, 3 or 4</p> <p>When an area moves to local restriction tiers 2, 3 or 4, in settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children in primary schools and in early years settings.</p> <p>In the event of an area moving into local restriction tiers 2, 3 or 4, schools will need to communicate quickly and clearly to staff, parents and pupils that the new arrangements require the use of face coverings in certain circumstances.</p> <p>All other staff in local restriction tier 4 can continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.</p> <p>All staff can continue to attend school in local restriction tiers 1, 2 and 3.</p> <p>Under local restriction tier 3, staff and employers may wish to discuss flexibilities that support clinically extremely vulnerable staff, such as</p>					
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		<p>staggered start times to reduce travel during rush hour.</p> <p>Review PE, sport and physical activity is school/s moved into tier 4</p> <p>Schools should also read the local restriction tiers guidance to find out what tier their area is in and the additional restrictions that apply. Currently, schools can continue to offer all before and after-school educational activities and wraparound childcare in all local restriction tiers.</p> <p>Schools in local restriction tier 3 and 4 areas should not host performances with an audience</p>					
Personal Protective Equipment	H	<p>Review your provision of PPE</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</p>	M	M		Rachel Cook/ John Griffiths	Confer with Chair of Governors
Face coverings	M	<p>Ensure where there is a need for face coverings in the school the control is implemented.</p> <p>Ensure that the face covering is appropriate for the task intended. Face shields alone are not deemed to be face coverings. A face visor or shield may be worn in addition to a face covering but not instead of one. This is because face visors or shields do not adequately cover the nose or mouth</p>	M	M		Rachel Cook	Confer with Chair of Governors

		<p>Where recommended, use of face coverings in schools - See further advice in the Face Coverings guidance.</p> <p>Schools that teach years 7 and above may decide to recommend the wearing of face coverings for pupils, staff or visitors in communal areas outside the classroom where the layout of the schools makes it difficult to maintain social distancing when staff and pupils are moving around the premises, for example, corridors.</p> <p>In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors, for example in staffrooms, head teachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</p> <p>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings could have a negative impact on teaching and their use in the classroom should be avoided.</p> <p>Local restriction tiers: 2, 3 or 4</p> <p>When an area moves to local restriction tiers 2, 3 or 4, in settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does</p>					
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		<p>not apply to younger children in primary schools and in early years settings.</p> <p>In the event of an area moving into local restriction tiers 2, 3 or 4, schools will need to communicate quickly and clearly to staff, parents and pupils that the new arrangements require the use of face coverings in certain circumstances.</p> <p>Exemptions -Some individuals are exempt from wearing face coverings.</p>					
Poor management of pupil numbers reduces the ability of pupils and staff to practice social distancing.	M	<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <p>Review your bubble sizes and how you manage them throughout the school day. Bubble sizes should be kept as small as possible</p> <p>Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> • children's ability to distance • the lay out of the school 	L	L		Rachel Cook	Confer with Chair of Governors

		<ul style="list-style-type: none"> the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary) <p>Things that should be considered include:</p> <ul style="list-style-type: none"> use of seating plans to ensure that you can identify contacts . Pupils should keep to the allocated seat wherever possible Mark 2m around the staff member's desk and teaching area. This acts as a good cue to all to remind of the 2m social distance that is needed. Look at staff room layouts and organise to ensure that 2m social distance can be maintained. Think about location of shared use equipment such as photocopiers and laminators etc. to ensure that they have 2m social distance around them. Staggered start and finish times to reduce congestion at entrances and school gates Management of pupils in and out of classrooms and communal areas Management of any exam situations 					
Mental Health and Wellbeing for pupils	M	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	L	L		School staff/ Pastoral	Confer with Chair of Governors
A pupil is tested and has a confirmed case of coronavirus.	H	In line with government advice: Follow guidance from the Test and Trace team in the Health Protection Hub	M	M		Rachel Cook/ John Griffiths	Confer with Chair of Governors

<p>Insufficient staff to run face-to-face sessions for pupils. Supply teachers and temporary staff</p>	<p>M</p>	<p>Consider how you facilitate non face to face learning</p> <p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p>	<p>M</p>	<p>M</p>		<p>Rachel Cook</p>	<p>Confer with Chair of Governors</p>
<p>Pupil movement between lesson, at breaktime and lunchtime increases the risk of infection.</p>	<p>H</p>	<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <p>Review your arrangements for break times and lunch times/Things that should be considered include</p> <ul style="list-style-type: none"> • Consider staggered breaks and lunch times • prior to eating lunch • Ventilation of any dining hall or canteen • Cleaning of dining hall or canteen in between sittings- ensuring that sufficient time is allowed for the cleaning chemical to be effective 	<p>M</p>	<p>M</p>		<p>Rachel Cook</p>	<p>Confer with Chair of Governors</p>
<p>Spread of infection in classrooms/ shared areas.</p>	<p>H</p>	<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <p>Review your bubble sizes and how you manage them throughout the school day.</p> <p>Ensure where there is a need for face coverings in the school the control is implemented</p>	<p>M</p>	<p>M</p>		<p>Rachel Cook/ All staff</p>	<p>Confer with Chair of Governors</p>

		<p>Review any equipment that is frequently used and how it is cleaned after use</p> <p>Ensure you are applying the 2m social distancing in all areas of the school</p> <p>Review ventilation within the school</p>					
Ventilation	M	<p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>Review ventilation within the school</p> <p>See further information in Ventilation guidance</p> <p>This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> • mechanical ventilation systems) • natural ventilation 	L	L		Rachel Cook	Confer with Chair of Governors
Keeping occupied spaces well ventilated							
Music Lessons	M	<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective</p>	L	L		Rachel Cook/ Jenny Thomas/ Paul Wilcox	Confer with Chair of Governors
Physical Activities	M	<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <p>Review PE, sport and physical activity is school/s moved into tier 4</p>	L	L		Rachel Cook/ Crossbar and gymnastic coach	Confer with Chair of Governors
Breakfast club/After school provisions	M	<p>Review any Wrap around care and extra curriculum activities - can they take place safely?</p> <p>Ensure class bubbles are adhered too during this provision</p>	L	L		Rachel Cook/ Teresa Kirwan/ Tracy Marshall	Confer with Chair of Governors

		Schools should also read the local restriction tiers guidance to find out what tier their area is in and the additional restrictions that apply. Currently, schools can continue to offer all before and after-school educational activities and wraparound childcare in all local restriction tiers.					
Poor pupil behaviour increases the risk of the spread of the infection.	M	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	L	L		Rachel Cook	Confer with Chair of Governors
Pupils with complex needs are not adequately informed or safely supported.	H	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	M	M		Rachel Cook	Confer with Chair of Governors
Vulnerable pupils and pupils with SEND do not receive appropriate support.	H	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	M	M		Aimee Plimmer/Pastoral	Confer with Chair of Governors
Increased number of safeguarding concerns reported after lockdown.	H	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	M	M		Rachel Cook/DSLs	Confer with Chair of Governors
Emergency evacuation due to fire etc.	M	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective. Continue to monitor impact on school.	M	M		Rachel Cook/John Griffiths	Confer with Chair of Governors
Cleaning is not sufficiently comprehensive.	M	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	M	M		Rachel Cook/John Griffiths	Confer with Chair of Governors

		<p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> • putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: • more frequent cleaning of rooms / shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet <p>See further guidance for cleaning in educational settings for advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.</p> <p>Review what cleaning products you use, know the contact time of the products and ensure the products are appropriate for the task.</p> <p>Review any equipment that is frequently used and how it is cleaned after use</p> <p>Ensure that you have sufficient staff on site to undertake all cleaning identified in this RA</p>					
Contractors, deliveries and visitors increase the risk of infection.	M	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	L	L		John Griffiths	Confer with Chair of Governors

Professional Visitors	M	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	L	L		John Griffiths	Confer with Chair of Governors
Transport	N/A	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective. Follow the transport guidance					Confer with Chair of Governors
First Aid Care	M	Ensure appropriate PPE is worn when giving first aid to children and review all controls you previously applied to ensure they are still effective.	M	M		Rachel Cook	Confer with Chair of Governors
Educational Visits	M	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	L	L		Rachel Cook	Confer with Chair of Governors
Environmental and building risks if your school does partially/ completely close	M	Thoroughly clean all equipment/areas before reopening. Review any maintenance requirements Test fire alarms and evacuation procedures Flush through taps and other equipment with water systems (Consider Legionella risks) to reduce risks Playground equipment For further advice check with the BiT team	M	M		John Griffiths/ Andy Thomas	Confer with Chair of Governors