

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



1 - Social Distancing Practicalities Note it is considered to be more challenging to ensure EY children comply with guidance in this section

RISK OVERALL

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
11	7	0	4.44
			MEDIUM

RISK BREAKDOWN

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	3	14	1	0	0
Severity	3	8	7	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What actions will you take to control / mitigate the risk?	Following completion of actions, please estimate EXPECTED risk level (1 - 5)		OVERALL RISK level 1 - 25 (fills automatically)	Assigned person to complete actions	Comments / Notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			
Maintaining bubbles	Pupils, staff, families	Transmission of the virus	The school will be split into 3 bubbles to mitigate the risk of transmission of the virus. Bubble 1 will consist of Reception and Year One. This is because these yeargroups use the same toilet block and will use the same outside area. Bubble 2 will consist of Year 2 and will comprise 1 teacher and one teaching assistant. Bubble 3 will consist of Key Stage Two. This is because pupils will use the same toilets, be able to maintain communication with peers from split classes and use locker facilities. Staff will not move freely between the classes in Key Stage 2 to further mitigate the risk to staff. Within Key stage two, bubble pupils will sit in rows to reduce the transmission of the virus within class.	2 - Low	3 - Medium	MEDIUM	SLT/caretaker	Ensure site markings and all areas are set up in conjunction with DFE guidance
Travel to and from school - Dedicated school transport		Transmission of the virus	No pupils currently using dedicated school transport.	1 - Very low	1 - Very low	LOW	SLT	
Travel to and from school - Public transport		Transmission of the virus	No pupils currently using public transport to access school	2 - Low	2 - Low	LOW	SLT	
Beginning of school day	Pupils, staff, families	Transmission of the virus	All children to enter school from 8.30-9. Drop off will require parents to open/close car doors and staff member to welcome children on arrival. Otherwise drop off routine as normal policy. Parents will not be allowed on school premises during morning drop-off.	2 - Low	2 - Low	LOW	AK ensure drop off procedure establish and fencing secure	
Parents congregating at the gate (primary)	Pupils, staff, families	Transmission of the virus	<ul style="list-style-type: none"> Stress with parents the government's message about social distancing Set out clear expectations for drop off / pick up Leaflet for parents, social media campaign, advice and guidance on website making parents aware of the rationale for this. Marked footprints on floor and school adults to reduce congregations 	2 - Low	2 - Low	LOW	SLT	
Cloakroom facilities	Pupils and staff	Transmission of the virus	<ul style="list-style-type: none"> Lockers open and pupils to bring bags and coats and place in lockers. All equipment in class required will be provided by school. Drinks bottles, lunch boxes and coats are permitted in class but must not obstruct fire exits. Children will access these at set times within their bubbles to prevent transmission 	2 - Low	3 - Medium	MEDIUM	SLT/teaching staff	
Assemblies	Pupils and staff	Transmission of the virus	<ul style="list-style-type: none"> Worships will be conducted 3 times per week as whole school sessions via Microsoft Teams. Rota will be sent for September. Coventry diocese information followed. No hymns sung but videos may be displayed as part of the worship. Worship will be conducted in class by the teacher on duty. 	1 - Very low	1 - Very low	LOW	all staff	Worship rota to be distributed
Social distancing in classrooms	Pupils, staff and families	Transmission of the virus	<p>Maintain bubbles - staff and pupils stay together as much as possible and stick to DFE advice re seating arrangements, social distancing.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <p>EYFS pupils will work in smaller groups within class although it is recognised the social distancing within the Early Years is difficult to enforce</p>	3 - Medium	3 - Medium	MEDIUM	SLT	
Lining-up	Pupils and staff	Transmission of the virus	<ul style="list-style-type: none"> Educate pupils about social distancing when lining-up Use floor markers for younger pupils if possible at then end of the day for collection on playground Limit the need for lining-up- only end of day exit 	2 - Low	2 - Low	LOW	SLT/site manager	
Keeping pupils separate at lunchtime	Pupils and staff	Transmission of the virus	<ul style="list-style-type: none"> Staggered lunchtimes/rotas to maintain 'bubbles' social distancing guidance to be followed <p>Hot deli bags provided in classrooms. 2 adults employed over autumn to facilitate this.</p>	2 - Low	2 - Low	LOW	SLT	
Social distancing at breaktimes	Pupils and staff	Transmission of the virus	<ul style="list-style-type: none"> Staggered breaks for different bubbles 9.45am- R/1, 10.00am Y2- 10.20-KS2. Rotas to ensure staff get a break. Provide activities to ensure social distancing Provide additional supervision to ensure pupils observe social distancing 	2 - Low	2 - Low	LOW	SLT/Staff	

Social distancing - toilets	Pupils and staff	Transmission of the virus	<ul style="list-style-type: none"> Staff limit the number of pupils (eg one in, one out) - see also Hygiene and cleaning requirements Pupils have an individual cone to place outside of the toilet. This ensures that only 1 pupil is in the toilets at any one time. Should a pupil approach the toilet with one person inside then they must wait behind a line on the floor. A second child approaches they must return to class waiting for the person to enter. 	2 - Low	3 - Medium	MEDIUM	SLT/saff	
Staff safety - social distancing	Pupils and staff	Transmission of the virus	<p>Ideally, adults should maintain 2 metre distance from each other, and from children. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p> <ul style="list-style-type: none"> Limit the number of staff accessing the staff room at the same time (3) Facilitate staff taking their breaks - cover from within bubbles between teacher and TA Regular briefings via e mail (Friday and any updates in the week that are significant) Hold meetings online where possible through Microsoft Teams/online training FLik learning 	2 - Low	3 - Medium	MEDIUM	All staff	
End of day procedures	Pupils and staff	Transmission of the virus	<ul style="list-style-type: none"> Staggered times for exit at the end of the day - YR/Yr1 at 3.00pm; Yr2 at 3.10pm and Yrs3/4/5/6 at 3.20pm Parents to observe social distancing rules when waiting for their child and discouraged from congregating in groups- school adult to monitor this at collection. Leave the school grounds in a timely and orderly manner following marked pathway. communicated clearly with staff and parents. 	2 - Low	3 - Medium	MEDIUM	SLT/caretaker	
Social distancing - trips and events off site	Pupils and staff	Transmission of the virus	<ul style="list-style-type: none"> Cancel all off-site events including swimming sessions, school trips and local visits. Once social distancing allows, reinstate trips. Risk assessments for visits must include COVID-19 requirements and explain how bubbles will be maintained. 	1 - Very low	1 - Very low	LOW	EVC	
Social distancing if parents are in school	Pupils, staff and families	Transmission of the virus	<ul style="list-style-type: none"> Cancel parents' evening and special assemblies/concerts Arrange meetings with parents online where necessary. Only meet with one parent on site if absolutely essential 	2 - Low	2 - Low	LOW	SLT	
Close proximity of staff and pupils	pupils and staff	Transmission of the virus	<p>Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal".</p>	2 - Low	3 - Medium	MEDIUM	SLT/Staff	
Visitors to school	staff, pupils and visitor	Transmission of the virus	<ul style="list-style-type: none"> Limit all but essential visitors to school and do not allow any visitors into school if they are displaying COVID symptoms Produce clear guidance for any contractors if they have to make essential site visits. Essential maintenance should be accommodated wherever possible and where social distancing can be observed. Regular checking with fire staff, legionnaires and water staff from WCC to ensure process remains. 	2 - Low	2 - Low	LOW	caretaker, SLT	See joint statement from WCC education and property services teams. See also 'Building work and logistics'.

2 - Quality of Education

RISK OVERALL

FUTURE:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
3	9	0	6.00
			MEDIUM

RISK BREAKDOWN

FUTURE:				
Likelihood	1 - Very low	2 - Low	3 - Medium	4 - High
Severity	0	10	2	0
	0	3	9	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What actions will you take to control / mitigate the risk?	Following completion of actions, please estimate EXPECTED risk level (1 - 5)		OVERALL RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Comments/ notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			
How do we compensate for the gaps in pupils' knowledge and skills that will have developed following their extended absence from school?	Pupils	gaps within learning that contribute to reduced outcomes as a result of learning that has been missed	<ul style="list-style-type: none"> Identify key component knowledge and skills within individual year groups baseline NFER tests in Reading, Maths and spelling after 3 weeks to establish gaps in knowledge and shape planning Prioritise these when pupils return to school in the first half of the autumn term. Baseline pupils on re-entry in an efficient, timely manner, so as not to further delay teaching and learning. Be mindful of pupils' mental health and wellbeing. NFER tests will support this during week 3. Take into account the online learning that pupils may have engaged in during the school closure (in some areas there may have been a high level of engagement and this should not be ignored) Use pupil premium and catch-up funding to provide disadvantaged pupils with more intensive catch up support. AK to interview PP pupils and speak with families during Autumn term Provide after-school catch-up clubs/holiday clubs during second half of autumn term. Invite only and led by school staff. Target those pupils with greatest need of additional support and meet with 	3 - Medium	3 - Medium	MEDIUM	Planned catch up sessions during later autumn term SLT	
Covering the full range of subjects staff moving from class to class, peripatetic teachers, supply staff	pupils	gaps in national curriculum outcomes	Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Staff who visit more than one setting should ensure they are familiar with and abide by the social distancing and hygiene requirements in each individual setting. Schools should make their requirements available. Coolsportz and Mrs Cross/Mrs Vale to provide music support.	3 - Medium	3 - Medium	MEDIUM	Book sessions with violin/piano /guitar and sport AK AK meet with Coolsportz to determine provision 16th Jul	
Preparations for the changes to SRE that come into effect in September 2020	pupils	missing RSE statutory element of the curriculum	Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021. Jigsaw will be followed and additional areas of study such as protective behaviours will begin in Autumn term.	2 - Low	2 - Low	LOW	Review Jigsaw programme staff and Governors	

Online or home learning may need to continue for some pupils, running alongside return to school for other pupils. Plan this for contingency if a second wave or a local outbreak of COVID necessitates school closure.	pupils	Missing education	<ul style="list-style-type: none"> • Make sure teacher workload is managed well • 3 online lessons delivered a day if local lockdown is installed via class page on Microsoft Teams. Conveyed to staff in staff meeting and content looked at and tailored to ensure it can be taught easily online. Provide access for paper and pencils to be taken home in case of immediate and swift lockdown of the school 	2 - Low	3 - Medium	MEDIUM	Online sessions considered and resources pre-prepared All staff	
Curriculum adaptations	Pupils	Gaps within learning	Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Focus on recovery curriculum for first three weeks and varied curriculum expectations thereafter. Reading will be prioritised and opportunities of reading across the school. Additional phonics support for Year One as a priority. SEND pupils monitored closely during 1st half term.	2 - Low	3 - Medium	MEDIUM	SLT to coordinate with staff	
Addressing the needs of all children	Pupils	gaps within learning	Baselining and identifying gaps in knowledge after initial formative assessments in recovery curriculum work. NFER tests will be used after this. This will inform planning and identify gaps in pupils knowledge.	2 - Low	3 - Medium	MEDIUM	AK	Tests ordered and in school
Remote learning	Pupils	gaps within learning	Develop remote education so that it is integrated into school curriculum planning Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. Teachers to conduct 3 hours per day of home learning via Microsoft Teams.	2 - Low	2 - Low	LOW	AK/Staff to organise facilitation at short notice	ICTDS - reviews of home learning resources WCC ICT support for blended learning
Early Years	pupils	gaps within learning	<u>provided opportunities to access Early years curriculum and stabilise provision in school for new starters.</u>	2 - Low	3 - Medium	MEDIUM	FW/SLT	
Key stage 1 & 2	Pupils	gaps within learning	For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.	2 - Low	3 - Medium	MEDIUM	SLT/KS1 staff	
Specific subjects where the risk of passing on any infection could be higher - music	Pupils	Not full access to national curriculum	Musical curriculum planned in Autumn with music appreciation to ensure music is delivered but with minimal use of instruments.	2 - Low	2 - Low	LOW	SLT/subject leads aware of needs	
Specific subjects where the risk of passing on any infection could be higher - sport	Pupils	Not full access to national curriculum	Children will take part in sport in their bubbles and outdoor sports will be prioritised. Pupils outside where possible and equipment will be cleaned between use. External sports providers Coolsportz will be used and guidance will be run through with them.	2 - Low	3 - Medium	MEDIUM	meet with coolsportz Thu 16th to discuss guidance	

Catch up	Pupils		<p><u>Schools will receive catch up funding - exact allocations to be decided. Schools can use this funding as they see fit to support pupils' catch up. Alongside this , the DFE National Tutoring Programme which will deliver 1 tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening. The evidence shows that tutoring is an effective way to accelerate learning, and we therefore believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted.</u></p>	2 - Low	3 - Medium	MEDIUM	<p>Identify pupils benefiting from catch up plans and establish a programme for the autumn term AK/Staff</p>	
END OF TABLE - DO NOT ENTER INFO BELOW HERE								

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



4 - Pupils with SEND (including medical needs)

RISK OVERALL

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	6	0	7.50
			MEDIUM

RISK BREAKDOWN

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	5	1	0	0
Severity	0	0	3	3	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What actions will you take to control / mitigate the risk?	Following completion of actions, please estimate EXPECTED risk level (1 - 5)		OVERALL RISK level 1 - 25 (fills automatically)	Assigned person to complete actions	Comments / Notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			
Pupils with underlying health conditions are at a higher level of risk	pupils with underlying health risk	increased exposure to the virus	Seek medical guidance for pupils with serious under-lying health conditions, such as cystic fibrosis, who may need to stay at home. Extra vigilance will be needed for this and other underlying health conditions in relation to social distancing eg for pupils with asthma (safety measures may vary from pupil to pupil) JB to assess medical supplies and check date of equipment,	2 - Low	4 - High	MEDIUM	JB reviewd medical needs and contacted parents where a new inhaler required this term.	
Staff with under-lying health conditions and/or pregnant staff are at a higher level of risk	staff with underlying health risks	increased exposure to the virus	• Seek medical guidance that may recommend that the staff member remains at home conduct a risk assessment with these pupils.	2 - Low	4 - High	MEDIUM	SLT	
Some pupils with SEND: - may have no awareness of space - may spit, scratch or bite - may require intimate care, incl. on-site nursing (hence social distancing cannot be implemented)	pupils, staff	transmission of virus risk	• Risk assessments to be updated to reflect the additional measures that will need to be followed in relation to these challenges (this may include the use of PPE) with specific reference to staffing requirements 1 child reduced timetable-requirements shared with staff.	3 - Medium	3 - Medium	MEDIUM	AK share timetabling with staff	
Sudden announcement of a return to school for ASC pupils will cause anxiety	pupils, staff	transmission of virus risk	• Ensure parents have advance notice of start date, so that they can prepare their child for the return to school (walk to school and back home each day – put uniform on daily – structure the day at home to begin to mirror the day at school – telephone call(s) between the pupil and teacher) daily contact DS to engage structure of school day.	2 - Low	3 - Medium	MEDIUM	AK share timetabling with staff and families	
Work towards individual SEND targets	Pupils	gaps within learning and progress	• Timely assessment of pupils linked to their specific targets on return to school – short, sharp interventions planned throughout the day and week to make up for lost learning and accelerate progress towards individual targets. Timetable structured to support pupils with SEND. Termly progress meetings conducted via Microsoft Teams	2 - Low	3 - Medium	MEDIUM	SLT/SENDCO	
Medicines in school may become out-of-date	pupils	illness from not having medical equipment up to date	• JB (first aid trained leader) to check all medications and inform parents/necessary bodies if they need to be replaced.	2 - Low	4 - High	MEDIUM	JB to inform office	

5 - Emotional and Behavioural Considerations

RISK OVERALL

FUTURE:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
0	7	0	6.43
			MEDIUM

RISK BREAKDOWN

FUTURE:		1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	6	1	0	0	
Severity	0	0	7	0	0	

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What actions will you take to control / mitigate the risk?	Following completion of actions, please estimate EXPECTED risk level (1 - 5)		OVERALL RISK level 1 - 25 (fills automatically)	Assigned person to complete actions	Comments/Notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			
Some pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)	pupils	emotional distress at losing a family member	<ul style="list-style-type: none"> Prior to opening, encourage parents to share any significant information about their child with the school from google doc sent 8th July Provide in-school support and a named person (someone the pupil is close to) to support the pupil when they need it. If required, access specialist support for the pupil, and if need be their family We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.	3 - Medium	3 - Medium	MEDIUM	AK/CG	Responses from Google doc survey shared with all staff and aware of needs of pupils for September
Pupils with social and emotional difficulties may struggle with managing their behaviour when returning to school and the routines of school life (particularly pupils who attend PRUs)	pupils, staff, families	emotional distress, psychosocial harm,	<ul style="list-style-type: none"> Ensure that these pupils are closely monitored and provided with the relevant support to help them to manage their emotions (ie prevention is better than cure) using Thrive baselining week 3. It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to re-engage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.	2 - Low	3 - Medium	MEDIUM	SLT in SENDCO	
Some pupils may be more vulnerable to exclusion. Your behaviour policy may need to be reviewed to reflect the additional support needs of your pupils?	pupils, staff, families	emotional distress which may lead to psychosocial injury	<ul style="list-style-type: none"> Identify the particular pupils who could be vulnerable to exclusion. Facilitate a phased return to meet their needs and create reintegration plan Review your behaviour policy to reflect the additional support you might be providing. The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.	2 - Low	3 - Medium	MEDIUM	Staff/SLT/SENCO	
EY children may struggle with the return to routine and full-time education (almost like a second September start)	pupils in early years	emotional distress, mental health concerns	<ul style="list-style-type: none"> Liaise with parents prior to the start date so that parents can prepare the children (walk them to school and back home each day – practise putting their uniform on – structure the day at home to begin to mirror the day at school – get children excited about seeing their friends again) intervention 	2 - Low	3 - Medium	MEDIUM	FW/SLT	Training and support for staff to support ACES
Some pupils will not have had any social contact with anyone out of their immediate family (some may not even have had the use of social media) and hence seeing their friends may be emotionally overwhelming	pupils	emotional concerns, mental health and wellbeing	<ul style="list-style-type: none"> Plan some social 'catching up' time for pupils and their friends that observe social distancing rules (almost a type of speed dating/rotational activity) so that they are emotionally prepared to learn. Enny Moseley circle time sessions planned in with distancing. Whole school delivery of key texts, The mole the boy and the horse. Children Thrive profiled after 	2 - Low	3 - Medium	MEDIUM	all staff	Training and support for staff to assist with families

Some parents may be reluctant to send their children back to school because of the risk of infection and bringing the virus back into the family home	pupils	missing education, mental wellbeing	<ul style="list-style-type: none"> • Reassure parents of the social distancing strategies that are being followed in school and the social, emotional and academic benefits associated with their child being back in school • Provide extra capacity to the attendance team/family support workers, so that they can work with and support relevant families to get their pupils back into school 	2 - Low	3 - Medium	MEDIUM	National guidance Local – Leaflet for parents with consistent messages on social distancing.	
Support for emotional wellbeing	pupils	mental health concerns	Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to: - support the rebuilding of friendships and social engagement; -address and equip pupils to respond to issues linked to coronavirus (COVID-19); - Recovery curriculum in place for first 3 weeks and tailored support for individual pupils thereafter. Thrive profiling week 5 and targeted individual and class support. ACES and bereavement training to support the delivery of the sessions. Monitoring wellbeing of pupils and staff. Extra playtime opportunities for KS2 in the afternoon to increase communication	2 - Low	3 - Medium	MEDIUM	ALL STAFF training led by AK	

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



6 - Hygiene / Cleanliness and Health & Safety

RISK OVERALL

FUTURE:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
0	6	0	6.00
			MEDIUM

RISK BREAKDOWN

FUTURE:		1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	6	0	0	0	0
Severity	0	0	6	0	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What actions will you take to control / mitigate the risk?	Following completion of actions, please estimate <u>EXPECTED</u> risk level (1 - 5)		OVERALL RISK level 1 - 25 (fills automatically)	Assigned person to complete actions	Comments / Notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			
Maintaining regular levels of hand washing/hygiene	pupils, staff and families	risk of transmission of the virus	<ul style="list-style-type: none"> Pupils to apply anti-bacterial hand gel as they enter the building at the start of the day and exit the building at the end of the day and regular hand washing opportunities (20 seconds) to be timetabled into daily routines – ensure there are adequate supplies of anti-bacterial hand gel and soap 	2 - Low	3 - Medium	MEDIUM		National guidance Local – supplies of hand gel
When pupils sneeze or cough they will spread germs/bacteria, especially younger pupils/children	pupils, staff and families	risk of transmission of the virus	<ul style="list-style-type: none"> As many schools do already, educate children and pupils about the need to cough/sneeze into a tissue or their elbow – dispose of tissue in a bin and wash hands for 20 seconds-home school agreement signed so that parents and pupils are aware of the expectation 	2 - Low	3 - Medium	MEDIUM	staff to send out home school agreements	National guidance Local – consistent messages, frequent reminders through social media
Keeping the school clean to a higher level of cleanliness	pupils, staff and families	risk of transmission of the virus	<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: <ul style="list-style-type: none"> 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>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.</p>	2 - Low	3 - Medium	MEDIUM	AK to order	National guidance Local – supplies of wipes, consistent messages to cleaners and caretakers.
What if there are a shortage of cleaners due to self-isolation or illness?	pupils, staff and families	risk of transmission of the virus	<ul style="list-style-type: none"> Leaders to identify if this is the case in advance of re-opening so they are pre-warned Individual cleaners may be able to extend their hours or work more flexibly if other cleaners are absent (eg working before and after school operating hours) Check terms of the contract , if appropriate- staff to clean in absence of cleaners 	2 - Low	3 - Medium	MEDIUM	AK to order	National guidance Local H&S guidance

<p>How can schools limit the 'surfaces' that are shared between home and school to reduce the spread of any infection?</p>	<p>pupils, staff and families</p>	<p>transmission of the virus</p>	<ul style="list-style-type: none"> • All correspondence out of school to be uploaded to the website and correspondence into school to come via a phone call or e mail • All monetary transactions to be done via bank transfer whenever possible <p>Encourage pupils to bring only essential items into school. Communicate this to parents well in advance. Planners not used at this time. Books not marked in teh same way. See amended policy.</p>	<p>2 - Low</p>	<p>3 - Medium</p>	<p>MEDIUM</p>	<p>AK/Cleaning</p>	
<p>Shared equipment</p>	<p>Pupils and staff</p>	<p>transmission of the virus</p>	<p>Pupils have individual equipment at school and any equipment that is shared for subject specific use will be cleaned thoroughly between uses.</p>	<p>2 - Low</p>	<p>3 - Medium</p>	<p>MEDIUM</p>	<p>SLT/CG order and ensure equipment</p>	

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



7 - Possible COVID-19 Cases

RISK OVERALL

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	8	0	8.22
			MEDIUM

RISK BREAKDOWN

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	4	5	0	0
Severity	0	1	5	3	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What actions will you take to control / mitigate the risk?	Following completion of actions, please estimate EXPECTED risk level (1 - 5)		OVERALL RISK level 1 - 25 (fills automatically)	Assigned person to complete actions	Comments / Notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			
Pupil begins to show symptoms when in school (cough and/or temperature developing)	pupils, staff, families	risk of transmission of virus	<ul style="list-style-type: none"> Pupil isolated and sent home as soon as possible in line with National Guidance 	3 - Medium	4 - High	MEDIUM	AK to ensure all staff aware of guidance and in school procedures	National guidance
Use of PPE in school if pupils develop symptoms and need assistance (particularly	pupils, staff, families	risk of transmission of virus	<ul style="list-style-type: none"> Research where PPE can be purchased and provide stocks for individual schools based on the number of pupils who attend Stock take of PPE held regularly 	2 - Low	2 - Low	LOW	CG to order new stock if required. Checked weekly and liase with	National guidance Local authority procurement might be an option?
Member of staff begins to show symptoms when in school (cough and/or temperature developing)	pupils, staff, families	risk of transmission of virus	<ul style="list-style-type: none"> Member of staff isolated and sent home and encouraged to use the NHS website to arrange a test (may then be able to return to work if negative - in line with national guidance) 	3 - Medium	3 - Medium	MEDIUM	AK to ensure all staff familiar with procedures	National guidance
Staffing shortages as a result of staff self-isolating	pupils, staff, families	risk of closure and lack of education, mental wellbeing in school	<ul style="list-style-type: none"> The introduction of testing for staff who have symptoms (cough and/or temperature) should ensure that only staff with COVID-19 symptoms are absent Cover internally where possible to reduce the risk of bringing the infection into the school. This may be preferable to bringing in supply staff who will not be aware of the social distancing rules that are in operation Consider the implications of sharing staff between schools in the same MAT- online learning provided through default mechanism. 	3 - Medium	3 - Medium	MEDIUM	SLT to organise support and logistics of absence	National guidance
Test and Trace	pupils, staff, families	risk of spread of the virus	<ul style="list-style-type: none"> Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority 	3 - Medium	3 - Medium	MEDIUM	SLT- send out information to families	National test and trace guidance

<p>What to do if anyone shows symptoms of Coronavirus.</p>	<p>staff, families and pupils</p>	<p>risk of transmission of virus</p>	<p>Schools should contact the local health protection team when they become aware of a confirmed case of Coronavirus. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The health protection team will</p> <ul style="list-style-type: none"> - carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate - work with schools in this situation to guide them through the actions they need to take. - provide definitive advice on who must be sent home. <p>Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. See guidance for definition of close contact. Schools should keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to</p>	<p>3 - Medium</p>	<p>3 - Medium</p>	<p>MEDIUM</p>	<p>SLT aware of needs</p>	
<p>Multiple suspected cases or increased absence</p>	<p>pupils, staff, families</p>	<p>risk of transmission of virus</p>	<p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p>	<p>2 - Low</p>	<p>4 - High</p>	<p>MEDIUM</p>		
<p>What if an outbreak occurs?</p>	<p>pupils, staff, families</p>	<p>risk of further spread of the virus</p>	<p>Schools should follow Public Health England guidance and support. In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>	<p>2 - Low</p>	<p>4 - High</p>	<p>MEDIUM</p>		

Outbreak in local area	pupils, staff, families	risk of further spread of the virus	<p>If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. As above, follow local Public Health England guidance. In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</p>	2 - Low	3 - Medium	MEDIUM		
END OF TABLE - DO NOT ENTER INFO BELOW HERE								

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



8 - Transition

RISK OVERALL

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	3	0	6.00
			MEDIUM

RISK BREAKDOWN

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	3	0	0	0
Severity	0	0	3	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What actions will you take to control / mitigate the risk?	Following completion of actions, please estimate <u>EXPECTED</u> risk level (1 - 5)		Overall risk level 1 - 25 (fills automatically)	Assigned person to complete actions	Comments/Notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			
Transition into EY	pupils	missing learning, impacting on	<ul style="list-style-type: none"> Phone calls between the school and the parent/carer – information pack (including a 	2 - Low	3 - Medium	MEDIUM	transition meetings and tasks	
Transition into Y1	pupils	missing learning, impacting on curriculum knowledge	<ul style="list-style-type: none"> If EY children start to return before the summer break, they will be able to meet their new teacher in a manner that respects social distancing If not, Y1 teachers to produce a transition pack that parents can share with their children at home (inc photos of the school setting and key members of staff) From September, Y1 may need to be more EY based initially to support transition, as many pupils will not be ready for a more formal education 	2 - Low	3 - Medium	MEDIUM	transition meetings and tasks arranged AK/DS	National guidance re social distancing Information packs – school level information Local and national guidance on curriculum adaptations – ‘recovery curriculum’.

Transition into other year groups within the same school	pupils	missing learning and impact on curriculum knowledge	<ul style="list-style-type: none"> If pupils start to return before the summer break, they will be able to meet their new teacher in a manner that respects social distancing. Microsoft Teams used as a source for all transition calls. 	2 - Low	3 - Medium	MEDIUM	transition meetings and tasks arranged- all staff in those year groups	
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SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



10 - Building Work & Logistics

RISK OVERALL

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
3	4	0	5.14
			MEDIUM

RISK BREAKDOWN

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very
Likelihood	1	5	1	0	0
Severity	1	2	4	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What actions will you take to control / mitigate the risk?	Following completion of actions		OVERALL RISK level 1 - 25 (fills automatically)	Assigned person to complete actions	Comments/ Notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			
Accommodating staggered starts and finish times - Reduced public transport service / LA organised transport	pupils, families	risk of transmission of the virus	<ul style="list-style-type: none"> Liaise with LA-operated transport companies to ensure they have enough notice to restart their services safely, Develop an action plan which identifies and assesses the risks and mitigations Talk to bus companies about staggered start and finish times - it may not be possible for them to accommodate your requests if this would have a knock-on effect on other schools. Children arrive on site at any time between 8.30-9am	3 - Medium	3 - Medium	MEDIUM	AK to organise letter to parents	
Contractors on site/ building work and maintenance	pupils, families	risk of transmission of the virus	Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.	2 - Low	3 - Medium	MEDIUM	AK/caretaker	
Catering providers	pupils, families	risk of transmission of the virus	School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19). Providers will provide hot and cold deli bag options.	2 - Low	2 - Low	LOW	AK.SBM County caterers	Catering businesses guidance covid-19
Building adaptations	pupils and families	risk of transmission of the virus	changed layout of collection route to maximise safety. Easy access route within school laid out.	2 - Low	2 - Low	LOW	caretaker/AK	
Educational visits	pupils and families	risk of transmission of the virus	No trips or visits during the autumn term.	1 - Very low	1 - Very low	LOW		
Uniform	pupils, staff and families	risk of transmission of the virus	Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.	2 - Low	3 - Medium	MEDIUM		

<p>Wraparound support - before and after school clubs</p>	<p>children and staff attending wraparound</p>		<p>Wraparound provision will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreaks much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.</p>	<p>2 - Low</p>	<p>3 - Medium</p>	<p>MEDIUM</p>		
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SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



12 - Miscellaneous

RISK OVERALL

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	5	0	8.40
			MEDIUM

RISK BREAKDOWN

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	1	4	0	0
Severity	0	0	5	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What actions will you take to control / mitigate the risk?	Following completion of actions, please estimate EXPECTED risk level (1 - 5)		OVERALL RISK level 1 - 25 (fills automatically)	Assigned person to complete actions	Comments/Notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			
Wrap around services – before and after clubs, breakfast club etc.	children and pupils of the club, staff	risk of transmission	DfE are seeking to amend the current Health Protection (Coronavirus, Restrictions) (England) Regulations 2020, to enable providers to be able to open for both outside and indoor provision from 4 July, provided that they follow the protective measures set out by government, such as those outlined in this guidance. They must follow the guidance set out in Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak Published 1 July 2020.	3 - Medium	3 - Medium	MEDIUM	SLT/Office	National guidance - Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak Published 1 July 2020
Additional support and guidance for specific groups of pupils such as: • EAL pupils • Newly arrived to the UK • Refugees • Families with no recourse to public funds (NRPF)	Children and families	not correct support in place leading to lack of progress/access	<ul style="list-style-type: none"> Assess the likelihood of your school receiving new pupils from these communities Plan support, induction and training for staff if appropriate Ensure a welcome procedure is in place for new families, which includes access to translated advice about social distancing 	3 - Medium	3 - Medium	MEDIUM	Office	Local guidance from community groups Public Health guidance
Staff training implications	staff and pupils	lack of up to date training could lead to missed national guidance examples and up to date knowledge leading to injury/illness	<ul style="list-style-type: none"> Staff will need to be trained in new procedures and practices such as use of PPE, monitoring social distancing. 	2 - Low	3 - Medium	MEDIUM	SLT	Public health guidance. School nurse service?
Governors may be called upon to support leaders for example in appeals, challenging situations or communication with parents	staff and pupils and Governors	challenge from parents, fines, appeals, closure	<ul style="list-style-type: none"> Governors should ensure that all school policies are up-to-date, reflecting the latest national and local guidance. Behaviour, attendance, safeguarding, social distancing, risk assessments will all need to be reviewed. Clear communication with Governing body 	3 - Medium	3 - Medium	MEDIUM	SLT	Local and national guidance from Governor Support services and the NGA.

<p>Admissions – some parents may request to defer their child’s place in Reception until the following year</p>	<p>staff and pupils and Governors</p>	<p>impact on schooling and home</p>	<p>The DfE guidance states they do not expect it to be a common request from parents that their child's place is deferred. Contact those parents who have not accepted the place</p> <ul style="list-style-type: none"> • Talk to them about their concerns and the implications of their decision • After discussion if parents still wish to have a deferred place they must complete a Deferral Application Form for the LA to consider. • Children must not be offered a deferred place without following the Local Authority process. • Make sure you direct parents to the up to date policy on the WCC website to help parents in making their decision. 	<p>3 - Medium</p>	<p>3 - Medium</p>	<p>MEDIUM</p>	<p>SLT/ Warwickshire education</p>	<p>Local guidance – admissions and appeals team</p>
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