

RISK ASSESSMENT TEMPLATE: FULLY REOPENING A SCHOOL AFTER THE CORONAVIRUS PANDEMIC LOCKDOWN

RAS39

(Checked for Conformity July 2020)

Coronavirus (COVID-19) is a new respiratory illness that has not previously been seen in humans. It belongs to a large family of viruses that cause illness ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS-CoV). Schools have been in a prolonged period of stasis, catering for only students that fell into the categories of 'vulnerable' and 'children of key workers' for some time. However, the government have announced that **all pupils, in all year groups**, will return to school full-time from the beginning of the autumn term, 2020. This risk assessment template is produced to assist schools in preparing to return other students back to teaching and learning on the school/academy site, rather than being taught remotely. This template will be revised regularly as the situation and advice changes over the coming weeks.

It is vital that you consider all of the local circumstances which affect your school and look at the possible support which is on offer from nearby schools and your Local Authority and put those into the mix. Consequently, this risk assessment template is extremely long and detailed, but will need a lot of input and localisation from you and your colleagues.

ACTIVITIES: (What will you be doing and with whom?)	THE FULL REOPENING OF ALTON PARK SCHOOL			
DATE OF RISK ASSESSMENT:	Date completed:	28/08/2020	Date to be reviewed: (At least weekly)	4/9/20
STAFFING: (Staff deployment, responsibilities, expertise, etc.)	Head Teacher / SLT / Site Manager & Union Reps			
<p>PLEASE ENSURE THAT THE CURRENT DfE, PHE, HSE and ACAS GUIDANCE IS ALL CAPABLE OF BEING FOLLOWED WHEN RE-OPENING YOUR SCHOOL.</p> <p>Following the Minister for Education's announcement on July 2nd 2020, and subsequent DfE guidance, all year groups, will return to school full-time from the beginning of the autumn term. Control measures must be put in place, which are outlined in this document. It is vitally important that social distancing guidance must be adhered to, which will be an enormous challenge for all age groups, but particularly younger ones.</p> <p>In the government's guidance, published on 2nd July 2020, it was advised that: "There cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario. School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk."</p>				

PLEASE SEE:General Advice

List of all general Coronavirus (COVID-19) guidance: <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>

General .GOV.UK Coronavirus guidance: <https://www.gov.uk/coronavirus>

DfE Advice

List of all DfE Coronavirus (COVID-19) guidance for schools: <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

Reopening of Schools in September 2020 guidance: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

DfE advice for safe working in Education Settings, including PPE:: <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

DfE Social Distancing in Education settings guidance: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>

DfE Primary-specific guidance: <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

DfE Second-specific guidance: <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools>

DfE Scientific Advice regarding COVID-19: <https://www.gov.uk/government/publications/overview-of-scientific-information-on-coronavirus-covid-19>

DfE Cleaning Advice for Non-Healthcare Settings for COVID-19: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings?utm_source=14399e54-42d4-4c63-b0fe-1d907bfe9c42&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

HSE Advice

List of all HSE Coronavirus (COVID-19) guidance: <https://www.hse.gov.uk/news/coronavirus.htm>

Plus HSE documents: <https://www.hse.gov.uk/news/assets/docs/working-safely-guide.pdf> & <https://www.hse.gov.uk/news/assets/docs/talking-with-your-workers.pdf>

ACAS Advice

ACAS Mental Health at Work During Coronavirus (COVID-19) guidance: <https://www.acas.org.uk/supporting-mental-health-workplace>

FAILURE TO FOLLOW GUIDANCE OR DELIVER A SUITABLE AND SUFFICIENT RISK ASSESSMENT COULD LEAVE YOU VULNERABLE TO HSE/LEGAL ACTION. PLEASE ERR ON THE SIDE OF CAUTION AT ALL TIMES.

Aspects to Consider (List only actual hazards/issues related to planned activities)	Who is Affected/What Might Happen? (Staff, students, visitors etc.)	Inherent Likelihood & Severity (See table at end of doc)	Inherent Risk Score (Likelihood X Severity)	Control Measures (How you will reduce the risks and whether they are already in place or not e.g. guards on machines already in place or need to wear PPE eye wear/gloves)	Are Control Measures in Place? If Not, Who Will Implement? (Staff member names or job roles)	Remaining Likelihood & Severity (See table below)	Residual Risk Score (Likelihood X Severity)	When Done & By Whom?
PREPARATION IF THE FACILITY HAS BEEN CLOSED SINCE 23 MARCH 2020								
*All Sigma estates have remained partially or fully open since March 2020. All statutory and compliance works have been completed throughout this period. Any postponed compliance inspections have been rescheduled and will be completed prior to a September full re-opening.								
PREPARATION FOR SCHOOLS WHICH HAVE BEEN PARTIALLY OPEN SINCE 23 MARCH 2020								
Deep cleaning	ALL – failure to effectively clean site will enable the further spread of infection.	4:4	16	All Sigma estates will receive a deep clean in August 2020 prior to re-opening. This will include the full site.	Yes – deep cleans are scheduled	1:4	4	Pinnacle
Health & Safety Policy	ALL	2:2	4	The Sigma Trust H&S policy will be updated and reviewed when required to ensure compliance with current guidance	Yes – H&S policy reviewed August 2020	2:1	2	COFO/TE M
INFORMATION FOR STUDENTS, STAFF AND PARENTS								
Is our information up to date?	ALL	4:4	16	Currently the government's response to the virus is being updated daily and concerned teachers and other school staff are urged to check it regularly.	Continue to check for updates through August and advise staff of any changes to proposed re-opening procedures / risk assessment.	2:1	2	NS

<p>Share visual information with students and staff and parents/carers continually after the school reopens.</p>	<p>Inconsistent messages and actions across the school putting staff, students and families at risk of infection.</p>	<p>5:3</p>	<p>15</p>	<p>Ensure that information posters, for example <i>Catch it, Bin it, Kill it</i> are displayed prominently in student and staff areas.</p> <p>Distribute DfE information for parents/carers: https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings</p>	<p>Assessing range of information, especially for families to reduce anxiety Letter to explain clearly the procedures, timetables, behaviour expectations (home school agreement and behaviour policy addendum)</p>	<p>2:2</p>	<p>4</p>	<p>NS</p>
<p>Staff support, updates and training</p>	<p>Staff giving incorrect information to students</p>	<p>5:4</p>	<p>20</p>	<ul style="list-style-type: none"> • Confirm staff induction is provided ie. Non-pupil days • Are staff supported and workloads planned as the DfE guidance requires? • Regular updates to all staff and then specific updates to relevant staff who have particular responsibilities. • Use E-Training courses to prepare staff for returning to work, notably in the realm of mental health/stress. We recommend the Handsam E-Training Centre courses for <i>Coping with Stress</i> and <i>Managing Stress</i>. • Ensure that any staff being asked to 'fill in' to support colleagues are trained to a suitable and sufficient level for the tasks required of them, or that the activities are rearranged or reorganised to ensure safety. 	<ul style="list-style-type: none"> • 1st and 2nd September are training days - 2nd September all staff expected to attend. Looking at how the teaching day can be broken up, strategies for reducing marking (for workload and infection control) • Evaluate and circulate well-being information to staff in July and September. Staff allocated to classes where possible and minimise movement between, where there are identified 	<p>2:2</p>	<p>4</p>	<p>NS</p>

				<ul style="list-style-type: none"> What counselling for staff and students is available? Is this also available remotely? 	<p>medical vulnerabilities.</p> <ul style="list-style-type: none"> EAP via Sigma 			
Information assemblies	Students receive incorrect information	5:5	25	<p>Deliver assemblies to all students, detailing what the school is doing to prevent the spread of infection. This will be particularly important if any level of infection either occurs or is rumoured to have done so. Information about any changes in the school day, policies or layout should be given in these assemblies. Assemblies must be held according to government guidelines on social distancing.</p>	<p>Year group assemblies will be carried out remotely.</p> <p>Outside assemblies for year groups where possible / weather permitting. NS 8/9/20</p>	2:2	4	NS / SLT
Penalties for non-attendance	Parents & Pupils - expectations not being met	2:2	4	<ul style="list-style-type: none"> Are parents aware that there may be a fixed penalty charge incurred if their child does not attend school regularly? Attendance policy reviewed? (Addendum?) 	<p>Parents informed of attendance expectations in 'FAQs' letter. Look out for model attendance wording for home school agreement and policy addendum.</p> <p>Home school agreement and behaviour policy updated and published to website NS 8/9/20</p>	1:1	2	NS
Reluctant and anxious students	Anxious students who require bespoke support	3:3	9	<ul style="list-style-type: none"> Are staff aware of any anxious or reluctant students? Are there steps in place to support them? 	<p>Google form sent out to parents to survey anxieties in July so can plan response and</p>	1:1	2	NS / SENCO

				<ul style="list-style-type: none"> Attendance policy / safeguarding policy / pastoral/welfare policy reviewed? (Addendum?) 	provide information and reassurance Identify appropriate resources to signpost to on website etc			
HYGIENE AND INFECTION								
Returning staff and students	Staff or students who are unwell come into school and risk spreading infection	5:5	25	<ul style="list-style-type: none"> Follow the Sigma Trust agreed Covid_19 procedures Follow the Sigma Trust agreed Covid_19 continuity plan How will staff safely travel to site? How will parents be allowed onto site to drop students off, if at all? There should be active engagement with NHS Test and Trace. 	Trust agreed procedures for the management of Covid related incidents and a continuity plan for partial or full closures has been developed	2:2	4	NS / SLT
What are the school/academy's measures to ensure the containment or prevention of spread of the virus?	Staff or pupils may become infected with the virus if there is a positive case reported within the School	4:3	12	<ul style="list-style-type: none"> See: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings How will you manage to keep to this guidance? Especially in terms of structural social distancing – eg numbers of students in classes with physical distancing, movement around school etc. Can you adhere to the class size and staff availability section of the guidance at every point as the ramp up of students returning to site 	No more than 28 pupils in small classrooms. Pupils' tables arranged facing forwards. Classes as bubbles except for playtimes, dining hall and assemblies in year groups. Vulnerable staff to limit access to one class. Initial weekly review of timetables and procedures in September or more	2:3	6	NS / MB / Teaching Staff

				<p>develops?</p> <ul style="list-style-type: none"> ● Establish regular review points to revise this before and keep each signed iteration of it as a record. ● How will you manage by staggering breaks/lunch times to ensure risk of infection is minimised? ● Do you need to expand physical capacity of the school with temporary buildings or using spaces for purposes other than their original design because you are splitting classes up (eg hall, gym, cafeteria, library, open plan spaces, staff room)? ● Do you need to review your curriculum policy? ● How will you ensure the delivery of a broad and balanced curriculum? – are their plans in place to ensure “missed knowledge” is prioritised upon return? ● If you have any children who live with people who are ‘shielding’ can you ensure those students are kept strictly within the guidelines? How do you even identify these students effectively? ● Take hygiene measures to reduce the risk of infection spreading, including social distancing for all persons (see DfE advice). ● Schools should ask parents and staff to inform them immediately of the results of a test. 	<p>frequently if necessary. See re-opening procedures for timetables</p> <p>In small classrooms all furniture apart from pupil tables and chairs removed to allow for 2m space at front of class for the teacher and LSA. Corridor to become breakout spaces for smaller classrooms (pupil’s trays, cloakroom, class laptops, book corners) and pastoral support space in delineated areas. Staff room now arranged for social distancing with some furniture removed.</p> <p>Curriculum planning in hand. Maths based on DfE and WR guidance. English focus on reading and phonics - phonics training and pupil checking in hand.</p>			
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				<ul style="list-style-type: none"> ● Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach. ● Can you deliver a suitable and sufficient cleaning regime during school days? The suggestion is every two hours (or at the very least, the start and end of day plus twice more in between.) ● Make sure that staff and students are familiar with the appropriate hygiene regimes (hand washing etc) and enforce them with students – the recommendation is at least every two hours. ● Is there suitable access to enough washing facilities, soap and hand gel for everyone on site at all times? ● Are supplies able to be assured? What back up plans are in place? ● Put up signs across the site encouraging good hygiene habits and any other relevant signage to assist the school in managing the return. Ensure that information posters, for example Catch it, Bin it, Kill it are displayed prominently in student and staff areas to encourage a good hygiene regime. ● Where applicable, appropriate PPE should be worn. ● PPE should be worn if a student becomes ill with Coronavirus (COVID-19) symptoms and a distance of more than two metres 	<p>Requested information on shielding families via google forms survey.</p> <p>Need refresh cleaning 10.45am-1.45pm. Mike to clean high touch surfaces - commence with corridor 11.20am and again at 1.30pm (after break and lunch)</p> <p>Mark to clean toilets - year 4/5 block 10.45am and 12.45pm year 6 block 11.30am and 1.30pm, year 3 11am and 1pm</p> <p>All classrooms have sink and sanitiser. Sanitiser by the door will be used at start of day and end of playtime for ease of access.</p> <p>Enhanced signage for September - particularly reminders about social distance eg marking outside for queuing for toilets,</p>			
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				cannot be maintained, or if the students receives routine, intimate care.	one way signage for parents collecting pupils after school. PPE available and 2-3 staff trained in donning and doffing. All staff are advised to bring a face covering to work. Staff will be encouraged to use a face covering when they leave their classroom and are in situations where social distancing from other adults is difficult to maintain. Member of SLT in corridor this week to prevent parents from entering the building. NS 8/9			
What steps can we take regarding hygiene to reduce the risks of infection?	Staff or pupils may become infected with the virus if there is a positive case reported within the School	5:4	20	<ul style="list-style-type: none"> Wash hands often - with soap and water, or use alcohol sanitiser if handwashing facilities are not available, especially after using public transport – at least every two hours. Cover your cough or sneeze with a tissue, then disposing of the tissue in a bin. If you feel unwell, stay at home and do not attend any education or childcare setting – the guidance states <i>“No one with symptoms should attend a setting for any reason.”</i> There should be 	<p>Hand hygiene - see above</p> <p>Bins cleared as part of refresh cleaning. Pupil's toilets allocated to year groups - note year 4 and 5 sharing, but with refresh cleaning - timings as above.. Allocated staff to supervise specific toilet areas at breaktimes.</p>	2:3	6	NS / MB / Catering Manager

				<p>active engagement with NHS Test and Trace.</p> <ul style="list-style-type: none"> ● How will access to toilets/welfare facilities be managed for both staff and students? ● Pupils, students, staff and visitors should wash their hands, before leaving home, on arrival at school, after using the toilet, after breaks and sporting activities, before food preparation, before eating any food including snacks and before leaving school. ● Ensure toilets are flushed with the seats down to stop airborne particles causing transmission of infection. ● 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 ● Clean and disinfect frequently touched objects and surfaces. ● An alcohol-based hand sanitiser should be used if soap and water are not available. It should contain at least 60% alcohol. ● How will you avoid close contact with people who are unwell. ● How will you discourage the touching of eyes, nose and mouth ● Encourage staff and students to be honest in reporting symptoms. ● How will main school reception be managed to reduce risk of infection? 	<p>Training and reminders to flush the toilet with the seat down.</p> <p>Isolation room for people who are unwell - DH office.</p> <p>Perspex screens in reception, installing secure post box in outside lobby area for visitors to post letters etc, parents not routinely allowed onsite.</p> <p>Dining Hall tables and chairs will be wiped down between sittings - including all frequently touched surfaces between use of the hall (door handles, etc.). Half the school eating in classrooms.</p> <p>Children encouraged not to bring items from home and provided with named basic stationery. Coloured pencils, pens will need to be in class sets.</p> <p>Lunchboxes will be stored on open shelving, not</p>			
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				<ul style="list-style-type: none"> ● How will common areas be managed to reduce risk of infection? ● Wherever possible, staff and students should be encouraged to use exclusively their own equipment (pens, pencils etc) as much as possible and avoid sharing resources. ● Consider limiting resources wherever possible, including lunchboxes, hats and mobile phones. 	<p>touching and with easy access for pupils - see re-opening procedures</p> <p>Reduce bags coming into school by encouraging children to come in PE kit on PE days.</p> <p>See above for refresh cleaning and handwashing regime.</p>			
DEALING WITH GROUPS								
Grouping students	If a student tests + we have to minimise the likelihood of the virus spreading. This will support track and trace.	4:4	16	<ul style="list-style-type: none"> ● The government advice is: <i>“Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.”</i> ● Assess the circumstances – if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’. ● When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. 	<p>Smallest 8 classrooms can take maximum of 28 pupils. Classes exceeding this are in larger classrooms.</p> <p>Teaching time is in class bubbles with year group bubbles at playtime.</p> <p>Playtime clearly timetabled - 2 year groups out at any one time with a barrier dividing the playground in two. Classes will move as a whole group and use allocated</p>	2:2	4	NS

				Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).	exit entrance doors. There will be a gap between playtimes (10.45-11am) and at lunchtime 2 classes will go to the dining hall before the other two to avoid queuing in the corridors. 45 minutes sitting for lunch allows for cleaning of frequently touched surfaces between sittings.			
Using staff with groups	Staff move into different bubbles increasing risk of spread, etc.	3:3	9	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 two metres from other adults. Again, we recognise this is not likely to be possible with younger children and teacher.	Staff should stay with their class where possible. HLTAs and cover staff will be timetabled to remain with a class for the day whenever possible. 2m space provided at the front of all classrooms. Key staff will be HLTAs timetabled to cover the same class for the day where possible.	2:2	4	NS
MANAGING THE SCHOOL DAY								

Staggered timings	If bubbles mix, increased chance of virus spreading and creating difficulties with track and trace	4:4	16	<ul style="list-style-type: none"> • Are you able to stagger the start/end of the school day for different groups? • If the start/end of the day are staggered, the amount of teaching time must remain constant. 	Rolling start to the school day 8.35-8.50am. Parents to be encouraged to drop the children at the gate and go. Slightly staggered end of day. Year 6 encouraged to go home independently. Families from Oakwood accessing via the field gate for w/c 7/9/20 NS	2:4	8	NS / SLT
Before and after school	If bubbles mix, increased chance of virus spreading and creating difficulties with track and trace	4:3	12	<ul style="list-style-type: none"> • Are parents informed of any changes to the start/finish times of the school day? • Is there a system in place to deal with hand washing and the removal of face masks for staff and students arriving at school? If students keep their masks, they must be kept safely in a plastic bag. 	Letter to parents about start and end of school day and other procedures Hand sanitiser at the gate for pupils and zip bags will be available for pupils to place masks in. All children will wash / sanitise their hands as they enter the school site.	2:2	4	NS / SLT

CONTINGENCY PLANS

Who needs to be informed of any special measures?	SLT/LGC/Trustees/Officers	4:2	8	The Sigma Trust Covid_19 continuity plan to include all key contacts for reference and outlined responsibilities to manage any special measures	Sigma Trust continuity plan to be circulated	1:2	2	BMA
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<p>How do we decide if our school should close again & how will this decision be finalised?</p>	<p>HT/CEO</p>	<p>3:4</p>	<p>12</p>	<p>Central government will advise whether schools in affected areas should stay open or close, on the basis of scientific advice. This may well change day to day dependent upon on how COVID-19 spreads during the relaxation of lockdown. If the government were to advise closure, LAs would communicate the message to schools, but schools would not close at that point. LAs, acting on local health information, would inform schools when their area is affected and the advice to close applies. The decision on whether to close at that time remains with the head teacher of the school in consultation with the CEO of the trust.</p>	<p>Decision to be made by HT and CEO based on local circumstances and following Covid_19 continuity plan</p>	<p>3:4</p>	<p>12</p>	<p>HT/CEO</p>
<p>How can parents and carers be informed of any issues/closure?</p>	<p>Clear communication will alleviate anxiety and ensure public information is shared quickly and accurately</p>	<p>4:4</p>	<p>16</p>	<ul style="list-style-type: none"> • Check and update pupil and parent/carer contact details. • Draft template letters, both for re-closure and re-opening. 	<p>Schools to highlight available media and to undertake annual data check in September. - NS note Schools contact methods?</p>	<p>2:2</p>	<p>4</p>	<p>NS / SLT</p>
<p>Are you prepared for remote learning in case of any issues/closure?</p>	<p>Learning may need to occur remotely due to local lockdown, etc. - impacting pupil education</p>	<p>3:3</p>	<p>9</p>	<p>Check with curriculum team. - NS / SLT Arrange training for Google classroom</p>	<p>Remote learning offer: Purple Mash - good routines established and all pupils know / have log in Google classroom - massive potential. Staff training prioritised at start of autumn term and</p>	<p>2:2</p>	<p>4</p>	<p>NS / IT</p>

					<p>integration into the curriculum so pupils are used / able to access Oak National Academy / White Rose maths and other online resources will be integrated where possible into the curriculum in school so pupils are familiar with them.</p> <p>School has a Vimeo account and will look to use this increasingly if year groups are sent home, particularly to teach English.</p> <p>All staff have completed some Google meets with their classes and we would look to include these routinely as part of any home learning.</p>			
<p>Will the school be able to open if there are multiple staff absences?</p>	<p>Risk if a safe ratio of pupils / staff cannot be achieved due to absence, etc.</p>	4:4	16	<ul style="list-style-type: none"> To what degree can you safely staff the school/academy? Does it leave you overstretched? How does annual leave come into the mix? Do you need to make an interim policy on leave? Will you be opening on non-standard school year days? 	<p>When shielding staff return we are well-staffed with HLTAs and cover teachers. Multiple staff trained to level 3 in safeguarding. Some first aid training is out of date and will</p>	2:2	4	<p>NS / First Aiders / MB</p>

				<ul style="list-style-type: none"> Plan how you might operate the school in the event of key staff absences, both teaching and ancillary personnel. Review arrangements for covering teaching and non-teaching duties, notably first aid, medical and safeguarding cover. Consider the allocation of responsibilities, duties and cover arrangements during a pandemic, including who would take key decisions in the event of leadership team absence. Consider how you will ensure that any peripatetic or agency staff you use, understand the school's new operational circumstances and risk assessments and be suitably supervised in delivering their duties, including having direct access to permanent senior staff for support. (N.B. there is no specific reference to non-employee 'staff' in the DfE advice so the presumption must be they should be risk assessed separately by you as per the H&S at Work Act and associated regulations). This may prove prohibitive for various reasons. Consider drawing up a list of parent/volunteers (DBS checked) who could be used to supervise children in times of significant absence Research options with the LA as to how students might work from home during a pandemic. 	<p>be renewed asap Medical deputy needs additional training in some specific pupils' needs in September</p> <p>Potential for cover to be overwhelmed once colds and chest infections become common in the winter months. Would strategically close classes / year groups if required, depending whether we are able to secure the services of supply teachers from an agency</p> <p>Induction guidance will be written for the limited number of visitors etc</p> <p>We will not be using parents or volunteers to supervise children.</p> <p>Curriculum planning includes training on Google classroom and training children in accessing online learning. Curriculum</p>			
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					will be aligned in some subjects to online resources eg Oak NA.			
Is your school suitably equipped?	Staff and students are able to follow PHE and DfE guidance	4:4	16	<ul style="list-style-type: none"> Establish whether your school is suitably equipped with materials needed to implement infection control measures. These would include tissues, tissue disposal, hot water and soap. Check the school's cleaning arrangements/contracts and establish whether special provision could be made during a pandemic. Do you have the correct and sufficient PPE? 	<p>Continue to monitor stock levels</p> <p>Proposed change to shift patterns for site staff to accommodate onsite refresh cleaning.</p> <p>Caretaker 7am to 2.30pm (7hrs plus 30mins lunch break)</p> <p>Deputy site manager 10am-2pm for refresh cleaning, 4-6pm locking up.</p> <p>Note - could we use Anna also for extra cleaning if needed?</p> <p>PPE is sufficient for now.</p>	2:2	4	NS/ MB
SAFEGUARDING AND STUDENTS								
Is the school able to comply with the requirements of the current DfE advice on Safeguarding?	Students impacted by unsafe situations or by non attendance	4:4	16	See: https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers	<p>Safeguarding and child protection policies reviewed and updated with any addendums clear</p> <p>Confirm date shared with staff</p>	2:2	4	NS / SLT

					Updates will be shared with all staff 2nd September			
Is the school able to comply with the requirements of KCSIE 2020 which remains in place until further notice?	Students impacted by unsafe situations	1:3	3	See: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2	Confirm date shared with staff Updates will be shared with all staff 2nd September Safeguarding training completed 2/9/20 NS	1:3	3	NS / SLT
Health conditions	Students whose medical needs are not met	2:4	8	<ul style="list-style-type: none"> • Check with parents/carers whether any further conditions have developed in their children which you need to be made aware of. • Check with parents/carers whether any medication is being taken by any students. • Ensure all relevant staff are informed of the conditions and action to take and that any first aiders and medical staff are fully trained and able to give suitable and sufficient support in a crisis. 	<p>Schools to confirm all pupil medical information is up to date</p> <p>Google survey sent to parents 14th July includes check on medical conditions.</p> <p>New care plans will be sent out to parents of children with conditions including asthma, with deadline for completion 14th September.</p> <p>School to confirm any identified training required / delivered</p>	1:2	2	NS / SLT

<p>Ensure EHC plans can be delivered</p>	<p>Students with SEND are supported</p>	<p>2:2</p>	<p>4</p>	<ul style="list-style-type: none"> Consider how EHC plans can be delivered and how you can provide back up if a particular member of staff becomes unavailable for any reason at short notice. Liaise with the necessary agencies and parents/carers. 	<p>Schools to confirm all EHCP's reviewed by SENCO</p> <p>EHCPs are up to date</p> <p>There will be some back up for 1:1 support from other LSAs in the year group.</p>	<p>1:1</p>	<p>2</p>	<p>SENCO</p>
<p>Is the school able to support students with any mental health issues which are very likely to occur at any time during this process?</p> <p>The DfE guidance states “We expect school leaders and teachers to consider their pupils’ mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn and assess where pupils are in their learning, and</p>	<p>Students and parents impacted by poor mental health</p>	<p>3:3</p>	<p>9</p>	<ul style="list-style-type: none"> Ensure you have trained staff in place or access to support quickly from other sources. Consider the impact of the wide nature of the lockdown period and COVID-19 crisis in general on students – for example isolation, being gung ho at being ‘let out’, emotional or sexual abuse which may have occurred as there has been a far higher instance of this reported during the lockdown period etc What counselling for staff and students is available? Can that be enacted in such a way that it can be delivered remotely? Have adjustments been made following assessments of pupils’ learning needs to enable support for learning? Especially for the groups mentioned in the DfE guidance? Schools should consider the provision of pastoral and extra-curricular activities to all pupils 	<p>Some pastoral team trained in mental health first aid</p> <p>Teachers trained in TPP</p> <p>Employee Assistance Programme (EAP) provision available for all staff</p> <p>‘Recovery curriculum is focused for the first half term. Some training on this was completed for all staff in July.</p> <p>Curriculum planning for the first 5-8 days of school reflects this - see recovery plan</p> <p>There will be a focus on informal assessment to support planning in</p>	<p>1:2</p>	<p>2</p>	<p>NS / PASTORAL</p>

<p>agree what adjustments may be needed to the school over the coming weeks. Plus identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils.”</p>				<p>designed to support the rebuilding of friendships and social engagement, address and equip pupils to respond to issues linked to coronavirus (COVID-19) and support pupils with approaches to improving their physical and mental wellbeing.</p>	<p>Autumn 1. Teachers are using planning tools that reference previous years’ teaching objectives. Pastoral team has been re-organised so one member works with each year group, to build relationships etc. After school sports club planned - one per year group. Encourage other staff to take a club for their year group bubble for half a term.</p>			
<p>Are there any issues associated with monitoring the internet usage etc in the school?</p>	<p>Students and staff impacted by poor online safety</p>	<p>3:3</p>	<p>9</p>	<p>Be clear that internet safety for both students and staff must not be reduced at any point. This may mean ensuring contractor providers can deliver the service if you do not have this capability in house.</p>	<p>Filtering in place Internet safety will be the first focus of the computing curriculum in Autumn 1</p>	<p>1:3</p>	<p>3</p>	<p>NS / IT</p>
<p>Is the school able to deliver interviews, transition sessions, open days, parents evenings etc?</p>	<p>Students and parents impacted by lack of information</p>	<p>2:2</p>	<p>4</p>	<p>Ensure that any such sessions which allow persons other than your staff and students onto your site are organised according to the prevailing guidance for schools: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-</p>	<p>Induction / transition meeting for parents - to be held on the playground Will aim to plan for parents’ evening following guidelines - NS update if any</p>	<p>1:1</p>	<p>1</p>	<p>NS</p>

				implementing-social-distancing-in-education-and-childcare-settings	events planned? Use virtual to reduce risk?			
Coronavirus related behaviour incidents	Students and parents	2:2	4	Review the school's behaviour policy to include coronavirus (COVID-19) related behaviour incidents.	Behaviour policy reviewed and updated with any addendums clear Risk assessments will be completed for high risk children.	1:2	2	NS / SLT
Considering mentoring		3:2	6	Mentoring of students by staff or their peers may offer great support mechanisms if they are struggling emotionally or mentally.	Also registered interest in NTP coaches	1:2	2	NS
FIRST AID, MEDICAL AND EMERGENCIES								
First Aid and Medical provision	First aiders may become exposed if they are treating a student who later becomes diagnosed with COVID-19	4:5	20	<ul style="list-style-type: none"> Are suitable numbers of correctly qualified first aiders / medical support staff able to be available at all times? Please note that the HSE has announced that first aid certificates have been automatically extended by three months so you have some more leeway if your staff are nearing or have passed the end of their 3-year qualification. If it is not possible to provide this support internally, can you bring other support in from outside provision – e.g. other local schools? 	We have 12 staff trained in emergency first aid and 2 have completed the 'first aid at work' training (one of which is booked to be updated in September. One member of staff has paediatric first aid training and one needs to renew their qualification. Several MDAs also have completed a	2:3	6	NS / MB / VW

				<ul style="list-style-type: none"> • If that is not possible, can there be access to this support that may be based off-site but able to attend site at short notice? • Are vulnerable staff (e.g. those with underlying health conditions or who may be pregnant) suitably supported and catered for? • Are staff who live with or look after vulnerable people able to be assisted to work from home? • Err on the side of caution at all times as you will be liable for any failure in this regard. 	<p>'playground' first aid course.</p> <p>Some of other staff training has lapsed and will be updated as soon as training is available</p> <p>Pregnant staff risk assessments completed as relevant.</p> <p>Shielding staff have been consulted on hygiene and social distancing regime.</p>			
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FOOD AND NUTRITON/HEALTH/DIETARY REQUIREMENTS AND SAFETY

Can food hygiene and nutritional requirements be kept to?	ALL	4:3	12	There has been no relaxation of any requirement for food hygiene or nutritional requirements. Ensure your kitchen/provider can deliver to the usual standard.	An R/A has been completed by the Catering Manager in conjunction with LBA safety and the provision is compliant with hygiene and nutritional standards (HT to check with Catering Manager that an LBA R/A has been completed and confirm HT approval)	1:3	3	NS / Catering Manager
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					Taking advice on how nutrition standards can be met in 'week B' menu ie takeaway			
Queuing arrangements	Students transmit infection to other students and staff when queuing	4:4	16	Can queuing for lunch be made safe under the social distancing guidance? Do arrangements such as serving lunch in classrooms need to be made?	One year group at a time in the hall. Staggered start so no more than 2 classes lining up - socially distanced. The other year group will be served lunch to classrooms in the form of a 'packed lunch' This will be alternated week by week: Week A = eat in the dining hall Week B = eat in classrooms Year 3 & 4 lunchtime midday-12.45pm Year 5 & 6 lunchtime 12.45-1.30pm	2:2	4	NS / SLT
PPE	Ensuring staff are protected from infection	4:5	20	Is suitable and sufficient PPE available to staff, particularly for cleaning up after lunch or clearing bio-hazards etc?	Gloves and disinfectant spray available for all rooms, sports coach, offices, 3x MDAs, 3x dining hall. There are perspex screens in the reception area.	2:2	4	NS / MB / Catering Manager

Is food waste able to be disposed of/collected at suitable intervals?	Food is disposed of carefully; therefore reducing risk	3:3	9	Failure to dispose of food waste suitably, or delays to collections may lead to a build-up which attracts vermin.	All sites have been provided with a specialist food waste bin	2:2	4	MB / Catering Manager
SAFE TEACHING PRACTICE								
Social distancing in the classroom	Staff and students may find it difficult to keep social distancing guidelines	5:5	25	<ul style="list-style-type: none"> • All procedures and staff / student ratios should be set to ensure that the prevailing DfE guidance on social distancing is adhered to. See: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools • How does the timetable need to be adjusted to allow for this and any other factors such as expert staffing etc? • How do class sizes need to be adjusted and what does this mean for staffing? • How do classrooms need to be adjusted? • How will School ensure there is a mixture of online and on-site learning should it be required? 	See hygiene and infection control section, food safety section and contingency plan section for online curriculum planning	2:2	4	NS / MB
Staff / Student ratios		5:5	25	<ul style="list-style-type: none"> • Are all legal (e.g. EYFS and EHC plans) and risk assessed levels of staff / student ratios able to be delivered at all times? • Identify your stress points and plan for how you can support if it 'breaks' at that point. 	Yes There is some capacity through use of HLTAs for cover and (limited) potential for redeployment of	2:2	4	NS

					LSAs to support high needs students Each room has been assessed for number of pupils that can safely use space			
Practical lessons	Good hygiene may be difficult due to sharing equipment	5:4	20	<ul style="list-style-type: none"> Practical activities contain far more hazards inherently. They will be even more difficult to deliver with social distancing guidance needing to be adhered to. Consider what is possible, what is practicable and where additional measures such as extra supervision, or expert staff in the room may be necessary. Ensure that all practical lessons are re-risk assessed and signed off by department heads or if necessary members of SLT are consulted or asked to sign off Ensure risk assessments are reviewed regularly and the current version is signed by all relevant staff and distributed to them. 	<p>All practical equipment will be disinfected between classes. Equipment that cannot be disinfected will not be used.</p> <p>Some equipment will be allocated to a class for a 'theme' week eg maths, science, music, for use Monday - Thursday and then quarantine until the following Monday. SLT to review and monitor planning to ensure this is being adhered to.</p> <p>Reading books are being located with year groups to avoid any cross-infection between year groups.</p>	2:2	4	SLT / Cleaners
Music and Singing The DfE advice states:	The virus may transfer through the air over a	5:5	25	<ul style="list-style-type: none"> Consider how music can be taught safely according to the guidance. 	Following Charanga music scheme which has developed lessons	1:2	2	

<p><i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or</i></p>	<p>greater distance</p>			<ul style="list-style-type: none"> ● Consider how groups need to be created in order to deliver music safely (max. 15 students for 'singing, chanting, playing wind or brass instruments or shouting' with 'physical distancing' measures also in place). Lessons could be outside where possible to assist with this. ● Consider which other lessons may include singing (common usage in languages, for example) and what precautions will need to be taken. 	<p>for teaching music safely Music lessons will take place in classrooms as music room cannot be used by mixed age groups. Singing will not be used in lessons unless outside.</p>			<p>SLT / Teachers</p>
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<p>school assemblies.”</p>								
<p>Physical Education</p> <p>The DfE advice states: <i>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</i></p>	<p>Increased chance of the virus transferring due to physical contact</p>	<p>5:5</p>	<p>25</p>	<ul style="list-style-type: none"> Consider how sport/P.E. can be taught safely according to the guidance. N.B. contact sports are to be ‘avoided’. Consider how ‘consistent’ groups need to be created in order to deliver sport/P.E. safely. Consider locations of sports/P.E. lessons. The advice states: <i>‘Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.’</i> Consider how equipment can be ‘thoroughly cleaned’ between uses. Consider the use of external coaches and what measures need to be in place to ensure their safety (e.g. social distancing, as they will move between ‘bubbles’) <p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"> Guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport 	<p>PE planned for outdoors - mostly on the field to allow for strict timetabling of playtimes on the playground.</p> <p>Visiting coaches will be engaged for outside sports lessons.</p> <p>Sports coaches will be provided with disinfectant to clean equipment and will be expected to maintain 2m distance from others.</p> <p>PE lessons in the main hall will be timetabled for a year group bubble across the day with additional ventilation.</p>	<p>2:2</p>	<p>4</p>	<p>SLT / Coaches</p>

				<ul style="list-style-type: none"> Advice from organisations such as the Association for Physical Education and the Youth Sport Trust 				
Ensure all statutory checks on equipment / machinery are made prior to use	Equipment is safe for students and staff to use	1:3	3	<ul style="list-style-type: none"> Ensure that any statutory tests which are required and are due/overdue are delivered before any equipment / machinery is used. Put the machinery / equipment out of use and inform all staff until this is delivered. Ensure records are kept. 	Site manager completing calendar of statutory testing. This will be checked by Sigma Estates Manager.	1:2	2	MB
Ensure visual checks on equipment / machinery are made prior to every use		4:4	16	Machinery or equipment which has not been used in a while must be checked to ensure it is usable, ideally by a competent person for using that piece of equipment. This may be true for many practical departments such as science, PE, DT, Art, Drama or Music. We recommend keeping simple handwritten records.	<p>School has not closed except for the summer break. Staff reminded of their H&S responsibilities to undertake visual checks of equipment.</p> <p>School does not have the same specialist rooms as Secondary.</p>	2:2	4	MB
PPE	Staff and students are protected when social distancing is very difficult	2:2	4	Ensure all relevant PPE is available or reschedule/amend the planned activity.	<p>Staff advised to bring a face covering to work. Masks and gloves are available for staff.</p> <p>All staff will be provided with a visor</p>	2:2	4	NS / SLT

					<p>which they may choose to wear. Visors delivered for all staff 2/9/20 NS Children may wear a face covering if parents wish them to do so, and will be expected to manage their face covering safely and following guidance. Visitors coming into the building will be asked to wear a face covering</p>			
<p>Movement between lessons and breaks</p>	<p>Students do not keep to one way system / segregation and mix with pupils outside their bubble</p>	<p>5:5</p>	<p>25</p>	<ul style="list-style-type: none"> Plan circulation around your site so as to ensure the social distancing guidance can be delivered. One option is to keep students in classrooms and rotate staff to reduce risks. Ensure supervision is sufficient during breaks to keep social distancing guidance working practically. 	<p>Children will remain in classrooms as far as possible, with breakout spaces identified adjacent to each class. Classes to be supervised when moving to break and lunch, using agreed exit doors etc. Children will be supervised when visiting the toilet blocks and there will be supervised socially distanced outside queues at playtime. Everyone will be reminded with signage to keep to the left in</p>	<p>2:5</p>	<p>10</p>	<p>NS / SLT</p>

					corridors. At lunchtime children will be allowed to exit to the playground via the main hall.			
FIRE AND LOCKDOWN								
Compliance checks are made prior to reopening	Increased risk of injury if equipment fails or has been untested	4:4	16	Check all firefighting equipment, signs and emergency lighting operates as it should.	Checked as part of statutory and routine checks by Site Manager	1:4	4	MB
Revised fire and lockdown procedures	Ensure staff and pupils understand new protocols and process allows for social distancing	4:4	16	Revise both the evacuation and lockdown procedure and communicate the new procedures to students and staff. These may further change as you admit further cohorts of students and staff, and reopen parts of your site, assuming you are reopening in phases.	Procedures remain unchanged as classes would use the same exits set out in existing plans. Reminders will be made to staff about social distancing of class bubbles during evacuation procedure.	1:2	2	NS / SLT
Fire and lockdown drills	Ensuring staff and pupils are aware of procedures	4:4	16	<ul style="list-style-type: none"> • Deliver a fire drill and lockdown rehearsal each time a significant change is made such as a whole new cohort being readmitted to the site. Do not underestimate what will have been forgotten by students and staff and if you are changing the procedures in any way you can iron out issues by testing and then evaluating them. • The records of staff fire marshals etc, should be updated to include 	Confirm Fire Evacuation / Lockdown procedures have been reviewed and shared with staff and pupils Fire drill will be completed in the first full week of term in September.	1:2	2	NS / SLT

				information re. staff who have left since the spring term.				
PEEPs	N/A	N/A	N/A	<ul style="list-style-type: none"> • Check that existing PEEPs remain valid and amend if necessary, ensuring all staff and relevant students are aware of the changes. • Inform parents/carers where necessary. • Deliver any new PEEPs which have become relevant. • Keep records. 	No pupils currently with PEEPs.	N/A	N/A	N/A
PREMISES COMPLIANCE								
Ensure unused areas of the building are not able to be accessed by unauthorised persons	Staff and students work in a safe environment	2:2	4	Security of unused blocks or rooms should be checked regularly to ensure that roving staff or students are not able to access areas which are not being actively kept safe or are not being supervised as they are closed for use.	School is open and all areas used.	1:1	1	MB
Audits	Ensure all checks and audits are up to date to keep staff and pupils safe	2:2	4	Reschedule any audits, such as arson, fire, disability, safeguarding or full health and safety audits for a suitable time. The visits and reports will give you key information to assist you in ensuring the school is run safely and compliantly and to allow you to move to the next phase of your plan.	Audits, along with all other visiting contractors will be arranged for out of hours and managed by Site Manager	1:2	2	MB

SECURITY								
Ensure the security of the school is suitable and sufficient at all times		2:2	4	Staff and students should not be put at a higher risk because of the pandemic. Consider Arson risks (see Handsam Quick Guide F05 Managing Fire Risk: Arson Risk Audit.)	Security arrangements will be tighter re front pedestrian gate, as access to the office by visitors will be limited.	1:2	2	NS / MB
ADMINISTRATION								
Is the school able to deliver the administrative requirements both internal and external?	Concern over lack of information or access to information for parents / pupils	3:1	3	<ul style="list-style-type: none"> Consider not only what you need to do in terms of record-keeping for the immediate timeframe, but also what preparation needs to be going into the forthcoming academic year. Do you have sufficient staffing? Are your workspaces suitable to allow for social distancing requirements? 	There is sufficient office space and staffing and the potential for admin staff to work from home. Second member of reception staff to work in the finance and tech room outside of peak times.	1:1	1	Office Manager
Continued home working	Identified staff	3:1	3	<ul style="list-style-type: none"> Where possible the HSE still requires that workers work from home, rather than on site (05/05/20). That advice may change in coming weeks. You should only be looking to bring back onto site those staff whom you need to be able to operate for the phase of your plan. 	HT to work with HR team to identify individuals or groups of staff that will remain working from home and follow guidance within the trust Covid_19 procedures	3:1	3	
CONTRACTORS, SUPPLY AND PERIPATETIC STAFF								

<p>Check the status of all school suppliers / contractors</p>	<p>Lack of stock can increase risk</p>	<p>3:3</p>	<p>9</p>	<ul style="list-style-type: none"> Satisfy yourself to a suitable level of detail dependent upon the critical nature of the service each contractor provides to you that the phase of opening you are proposing can be supported. Do not opt to stretch to the limit as a small break in any chain can lead to a significant outcome, even closure. Ensure any variance of contracts is dealt with properly (possibly by your solicitor) and is written down and signed as agreed by all relevant parties. For example, provision of school meals may be far smaller. Have a back-up plan. 	<p>Continuing to monitor supplies of hygiene and cleaning materials through the summer break.</p> <p>Catering suppliers in place for September.</p> <p>Check all contractor requirements prior to visiting site - to be managed by Site Manager</p>	<p>2:2</p>	<p>4</p>	<p>SLT / MB</p>
<p>Plan for supplier / contractor / visitor site visits</p>	<p>All visitors to the site must keep to strict social distancing and have minimal contact with the school community. If appropriate, PPE must be available.</p>	<p>3:3</p>	<p>9</p>	<ul style="list-style-type: none"> Ensure that visitors/contractors etc, are given full information prior to arrival such that their time on site and contact with staff or students is minimised (e.g. contractors arriving out of regular school hours to deliver statutory testing) and that any relevant PPE is provided by themselves or made available by the school. Review their DBS/risk assessments in advance and ensure they are adhered to. Work should be undertaken outside of school hours if possible. 	<p>Process includes taking full contact details and specific arrival time and plan for visit (who, where, duration)</p> <p>Visits to be out of hours where possible.</p> <p>Contractors to share Covid working practice statement before visit.</p> <p>Site Manager to review documents and schedule visits to ensure social distancing and safety</p>	<p>2:2</p>	<p>4</p>	<p>SLT / MB</p>

Plan for supplier / contractor failure	ALL	2:4	8	Develop back up plans as you must be ready for any supplier/contractor to fail to deliver at short notice as it cannot be predicted when coronavirus (COVID-19) might strike their workplace.	Schools to contact Trust Estates Manager in the event of a contractor becoming unable to deliver a key service or statutory inspection for support	1:2	2	Local Site Manager / TEM
Dealing with supply and peripatetic staff	Increase risk to bubbles from outside individuals	4:4	16	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.	Peripatetic music teacher to provide lessons in bubble groups or 1:1 in music room. Speech therapist will be given specific room and expected to disinfect surfaces between pupils.	2:4	8	NS / SLT / Teacher
TRIPS, FIXTURES AND TRAVEL ARRANGEMENTS								
Travel to and from school at the beginning and end of the school day	Increased risk of infection on public transport or shared travel	4:4	16	<ul style="list-style-type: none"> Ensure that travel arrangements for students who rely on school buses and public transport is available and suitable. Is the use of public transport kept to a minimum? If provided by the school ensure that the prevailing travel guidance is strictly adhered to. Set out, communicate and police a policy for parents/carers/others 'hanging around' in the playground, at the school gates or outside at the start and end of day. 	Advise all to restrict use of public transport (very little use currently). School minibus will not be used for bringing children to school initially. This will be reviewed in September. Guidelines to parents will include instructions to 'drop and go' at start of school day and to	2:4	8	NS / SLT

					remain distanced on playground when collecting. School is promoting year 6 travelling to and from school independently.			
Collection by a parent	If the student is unwell they need to exit the building with minimal contact with students and staff.	4:5	20	<ul style="list-style-type: none"> ● If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. ● If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. ● 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.) 	See hygiene and infection section above A child awaiting collection will be placed in the deputy's office if they are symptomatic and be supervised by a member of staff who will use PPE if the child needs practical care. If the child needs the bathroom, they will use one of the year 3 toilets which will then be placed out of order until it has been cleaned. The child will be escorted out through the main entrance where automatic doors mean there will be no need to touch any surfaces and social distancing can be maintained.	2:4	8	NS / Medical

School transport	School needs to be safe and used within guidance to reduce risk	4:4	16	<ul style="list-style-type: none"> • Ensure any school transport is safe, drivers are licensed and checks have been delivered. • N.B Changes have been made to the MOT regulations, see: https://www.gov.uk/guidance/coronavirus-covid-19-mots-for-cars-vans-and-motorcycles-due-from-30-march-2020 • Vehicles must always be roadworthy. • Is there additional provision made for the more frequent cleaning of vehicles? • Can groups of students be transported in their own “bubbles” 	Safety checks on minibus maintained. Use of minibus will be reviewed in September.	2:2	4	NS / MB
School Trips		5:5	25	<ul style="list-style-type: none"> • Can the current government advice be adhered to? See: https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings • What other factors need to be risk assessed in order to consider whether you will run a particular trip? (First aid and medical provision, staffing ratios, emergency plan, transport, social distancing, PPE etc) • Be aware that currently (08/07/2020), the government advises against domestic and foreign, overnight visits. 	<p>Schools to list any planned visits or off site fixtures for the Autumn term for review with the CEO.</p> <p>Year 3 classes in turn visiting Clacton town centre for history theme on Victorian Clacton. All trips risk assessed and planned reviewing current guidance.</p>	2:3	6	NS / EVC

The school has plans for an overseas trip- should it be cancelled?		N/A	N/A	At the moment the DfE advises against such trips. Travel to many popular travel destinations can result in a period of quarantine. This list can change at short notice. See: gov.uk/guidance/travel-advice-novel-coronavirus	N/A	N/A	N/A	N/A
School fixtures		N/A	N/A	Currently (08/07/20) there is no formal government advice on fixtures, but it is difficult to see how they can be arranged safely based on social distancing guidance and given that contact sports are to be 'avoided'. Currently, we advise to not arrange fixtures, particularly for contact sports.	None planned	N/A	N/A	N/A
Consultation with stakeholders and relevant parties	Staff / Pupils / Parents / Wider Community - A lack of transparent communication and information will cause confusion and uncertainty. The Trust must ensure clear information is provided to all	4:4	16	The Trust and JCC will ensure meetings are held between union representatives and trustees/CEO For students and parents/carers ensure they and their parents/carers have a voice in allaying any fears or concerns they may have.	Schools to list staff induction programme, new intake induction programme and awareness training for the full school cohort School has sent out a survey asking about any concerns. From this a set of FAQs was created	1:4	4	COFO / NS

	parents and staff surrounding any full re-opening.				and circulated to all parents in July. Class teachers have contacted every family in their new class to discuss the coming term and address any queries and concerns.			
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Responsible person name:		Signature:		Date:	
SMT/SLT name:	N. Sirett	Signature:	<i>N. Sirett</i>	Date:	28/8/20

Please rate the **Risk Severity** and the **Risk Likelihood** using the below table both before and after the Control Measures.

		Risk Likelihood				
R i s k S e v e r i t y	Total Risk calculation table	1: Near impossible	2: Unlikely	3: Notable chance	4: Likely	5: Almost certain
	1: Insignificant	1	2	3	4	5
	2: Minor impact	2	4	6	8	10
	3: Notable impact	3	6	9	12	15
	4: Major impact	4	8	12	16	20
	5: Catastrophic	5	10	15	20	25

Likelihood and severity form a ratio created by taking the number affixed to the relevant level of each in the white box – for example a “near impossible” risk likelihood and “minor injuries” risk severity would form a ratio of 1:2. These figures are then multiplied to form the inherent risk score, in this case 2. Repeat this process to ascertain your **remaining likelihood and severity** after control measures and then multiply the ratio to find your residual risk score.

Risk Rating Calculation

Total Risk = Remaining Risk Severity X Remaining Risk Likelihood

A **Total Risk** score of **1-9** should mean you are safe to undertake the activity as long as the required control measures are in place throughout.

A **Total Risk** score of **9-12** should mean you reconsider control measures, method or even necessity of activity before undertaking it.

A **Total Risk** score of **13-25** should mean you do not undertake the activity at all until you have completely reconsidered how to deliver it safely.

Please Also Note

All risk assessments should be approved and signed by SMT/SLT/line management as appropriate.

All accidents and incidents must be recorded in line with the school/academy's policy.

Also report near misses – not just accidents or incidents.