

5th November 2020



## **Place Farm Primary Academy Risk Assessment**

### **Schools operating safely during pandemic risk assessment**

This risk assessment is updated in the light of feedback, experience and guidance. Trade unions and staff are invited to comment and this is being made public via the school's website. The Department for Education's guidance is at <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Attending school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children.

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families. There is no evidence that children transmit the disease any more than adults, and no evidence that staff in education settings are at any greater risk of fatal outcomes than many other occupations.

Public Health England endorses a 'system of controls' that are a hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) pandemic. When implemented in line with a revised risk assessment, Government advice is that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning and ventilation arrangements

- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable

Key to the school's risk assessment is:

- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

Key measures to prevent spread of coronavirus are:

- minimising contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- where recommended, the use of face coverings in schools
- clean hands thoroughly more often than usual
- ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- introducing enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents
- minimising contact between individuals and maintain social distancing wherever possible
- where necessary, wearing appropriate personal protective equipment (PPE)
- always keeping occupied spaces well ventilated
- engaging with the NHS Test and Trace process
- managing confirmed cases of coronavirus (COVID-19) amongst the school community
- containing any outbreak by following local health protection team advice
- responding to additional guidance if the school is an area that moves to Local COVID Alert Level: high or very high,

Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, Government advice is that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or who believe they may be at possible increased risk from coronavirus, school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.

Advice for schools (4.11.20) stated that those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP, and may have been advised to shield in the past.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.

Increased ventilation may make school buildings cooler than usual over the winter months. Parents are encouraged to ensure their children wear additional, suitable indoor items of clothing to be worn during the winter period.

When children are required to self-isolate, remote learning will be provided. Remote learning will include:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress
- 

This risk assessment will be updated in the light of feedback, experience and further guidance. Trade unions and staff are invited to comment and this is being made public via the school's website.

#### Changes made on 28.10.20:

##### Premises/Health and Safety

1. Updated No.2: Fogging machine will support with deep cleaning
2. Updated No.4: Designated year group areas to collect children (in place from Monday 2nd November) and three drop off points
3. Updated No.6: Fire drill routine has been reconsidered practised (12<sup>th</sup> Oct)

##### Staffing/HR and capacity

1. Updated No.8: Allocated spaces for different year groups to complete PPA –with cleaning protocols in place/option that PPA can taken at home.

Staff must keep at a distance, when covering classes/cleaning protocols in place

2. Updated No.14: Breakfast and After School Club will re-open (with reduced numbers of children) on Monday 9<sup>th</sup> November.

**Changes made on 05.11.20:**

**Premises/Health and Safety**

1. Updated No.2: Siblings who attend secondary schools/colleges or universities to wear face coverings on the playground/at the gates at drop off/pick up time
2. Updated No.9: Clear guidance for parents on indicators and actions if child or family member unwell and reporting to school to allow monitoring of those presenting with symptoms.
3. Updated No.11: Staff to wear face coverings in staffrooms, except when seated

**Staffing/HR and capacity**

1. Updated No.4: Inform Suffolk County Council and contain any outbreak by following Suffolk and local health protection team advice
2. Updated No.22: Clinically extremely vulnerable – staff. Individuals who are clinically extremely vulnerable (CEV) are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP, and may have been advised to shield in the past. Individual risk Assessments to be completed

**Premises/ Health and Safety**

		<b>Risk</b>	<b>Countermeasure</b>	<b>By whom?</b>	<b>By when?</b>
	1	Insufficient toilets to enable social distancing	<ul style="list-style-type: none"> <li>• Groups of children to use the toilets frequently and reduce the need to go at ad hoc times.</li> </ul>	GH	14th July
	2	Pupil or teaching group leader is sent home with symptoms of COVID	<ul style="list-style-type: none"> <li>• Providing PPE for staff member supervising pupil. Designated suspected COVID isolation room, separate to normal first aid room.</li> </ul>	GH	7 <sup>th</sup> July

			<p>Deep clean of isolation rooms and areas staff member or pupil had contact with – new fogging machine will support with this (training planned for safe use)</p> <ul style="list-style-type: none"> <li>• Refer to current guidance on communicating with staff and parents</li> <li>• Request to be informed of test outcome</li> <li>• If a test is positive, follow current guidance about isolation</li> </ul>	<p>GH</p> <p>JS</p>	<p>Ongoing and Nov 8<sup>th</sup></p> <p>Ongoing</p>
	3	Parents do not have confidence in the school being safe	<ul style="list-style-type: none"> <li>• Headteacher available for socially distanced meetings</li> <li>• Year group bubbles to limit children coming into contact with other children</li> <li>• Frequent communication</li> <li>• Clear expectations on arrangements and procedures if a child shows symptoms</li> <li>• Opportunity for parents to share concerns</li> <li>• Coordinated message across local schools</li> <li>• Adults to wear face coverings when dropping off/picking up children</li> <li>• Staff to wear face coverings on the playground/at the gates at drop off/pick up time</li> </ul>	SLT/Teachers	Ongoing

			<ul style="list-style-type: none"> <li>Siblings who attend secondary schools/colleges or universities to wear face coverings on the playground/at the gates at drop off/pick up time</li> <li>No Breakfast and After School Club until further notice</li> <li>Playground equipment is not shared across bubbles</li> </ul>		
4	Congestion at start and end of day	<ul style="list-style-type: none"> <li>Parents can drop off children at any time between 8.15 and 8.45 and have designated pick up times between 3.15 and 3.45</li> <li>One parent max to come to the school</li> <li>Limiting contact between parents and staff - designated year group areas to collect children (in place from Monday 2<sup>nd</sup> November), when an appointment has been made – where possible meetings will be outside and social distancing will be maintained</li> <li>Staff to wear face covering at drop off/collection times when children are handed to parents/carers</li> <li>Three drop off points</li> <li>Parents are respectfully requested to wear a face covering when dropping off/collecting children from school</li> </ul>	JS	8 <sup>th</sup> September  7 <sup>th</sup> Sept  2 <sup>nd</sup> Nov    4 <sup>th</sup> Sept	
5	Repeated touching of door handles increases risk of spreading infection	<ul style="list-style-type: none"> <li>Keep doors open</li> </ul>	GH	Ongoing	

			<ul style="list-style-type: none"> <li>The Site staff regularly clean doors and frequently touched areas throughout the day</li> </ul>		
	6	Maintaining avoiding contact between groups in the event of emergency evacuation	<ul style="list-style-type: none"> <li>Fire drill routine has been reconsidered practised (12<sup>th</sup> Oct)</li> </ul>	GH/JS	12 <sup>th</sup> Oct
	7	Insufficient cleaning	<ul style="list-style-type: none"> <li>Sufficient capacity in place to ensure regular cleaning</li> <li>Expect site manager and cleaners to tour school repeatedly during the day to carry out routine cleaning</li> <li>Staff who carry out cleaning are familiar with the cleaning and disinfecting processes that are required at this time.</li> <li>Hire additional cleaning hours, if needed</li> </ul>	GH	9 <sup>th</sup> July
	8	Cross contamination in shared spaces such as toilets	<ul style="list-style-type: none"> <li>Toilet management. Timetabled access and ensure regular cleaning for staff and students.</li> <li>Protocol for pupil around hand washing</li> <li>Regular cleaning</li> </ul>	GH	13th July
	9	Parents send children who are unwell to school	<ul style="list-style-type: none"> <li>Clear guidance for parents on indicators and actions if child or family member unwell and reporting to school to allow monitoring of those presenting with symptoms.</li> </ul>	JS	13th July and 5 <sup>th</sup> Nov
	10	Parents not aware of testing protocols	<ul style="list-style-type: none"> <li>Communication planning and protocols regularly.</li> </ul>	JS	13th July

	11	Safety around facemasks	<ul style="list-style-type: none"> <li>• Staff to wear face coverings at drop off/collection times when they are collecting/handing over children to parents</li> <li>• Staff to wear face coverings when they are meeting colleagues or visitors to the school, where social distancing is not possible</li> <li>• Staff to wear face coverings in staffrooms, except when seated</li> </ul>	JS	7 <sup>th</sup> Sept  6 <sup>th</sup> Nov
	12	Classrooms have resource that does not need to be present with adjusted curriculum, but gets handled by pupils	<ul style="list-style-type: none"> <li>• Classrooms to have unnecessary equipment removed before opening and stored away where possible – consider noting down what has been removed from where to where for future return</li> </ul>	GH	13 <sup>th</sup> July
	13	Children arrive by bus / minibus)	Currently NA	JS	14 <sup>th</sup> July
	14	Unable to maintain social distancing whilst carrying out first aid.	<ul style="list-style-type: none"> <li>• Appropriate CPD and PPE provided for all staff – staff carrying out first aid remain in their bubble to reduce exposure.</li> <li>• First Aid Protocols shared with all staff on CPOMS</li> </ul>	GH/Support staff	13 <sup>th</sup> July  8 <sup>th</sup> Oct



	15	Providing school meals pupils safely	<ul style="list-style-type: none"> <li>• Kitchens are fully open to provide food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</li> <li>• School kitchens will comply with the guidance for food businesses on coronavirus (COVID-19)</li> </ul>	GH/JS	4 <sup>th</sup> Sept  9 <sup>th</sup> July
	16	Necessary checks before opening	<ul style="list-style-type: none"> <li>• School leaders have followed arrangements to bring areas of the premises into safe use before opening e.g. asbestos, fire, site security and legionella reviews as normally undertaken at the end of the summer period.</li> </ul>	GH/JS	25 <sup>th</sup> August
	17	Congestion using bike racks	<ul style="list-style-type: none"> <li>• Pupils are advised to use the racks one at a time, if necessary supervised by staff</li> </ul>	JS	14 <sup>th</sup> July
	18	Travel	<ul style="list-style-type: none"> <li>• Parents are encouraged to only travel with members of the same ' class or year group 'bubble'</li> </ul>	JS	13 <sup>th</sup> July
	19	Visitors to the school	<ul style="list-style-type: none"> <li>• Please see the Visitor Risk Assessment at the end of the document</li> </ul>	JS	30 <sup>th</sup> Sept
	20	Risks that staff may pass on the virus to each other	<ul style="list-style-type: none"> <li>• Protocols shared with all staff on CPOMS: Increased Controls and Entering Classrooms</li> </ul>	JS	8 <sup>th</sup> Oct

a) Staffing/HR and capacity

	Risk	Countermeasure	By whom?	By when?
1	Unable to provide sufficient staffing	<ul style="list-style-type: none"> <li>Contingency plans communicated to parents similar to 'snow days'</li> </ul>	JS	13 <sup>th</sup> July
2	Unable to staff provision of breaks/lunch for teaching group leaders	<ul style="list-style-type: none"> <li>Maintain bubbles for pupils outside but with supervision maintain social distance using wider staff</li> <li>All schools to have arrangements for wet play ensuring a break for staff and pupils but maintaining minimal contact</li> </ul>	JS	17 <sup>th</sup> July
3	Staff not confident they will be safe – particularly in nursery settings	<ul style="list-style-type: none"> <li>Clear guidance and training for staff on appropriate use of PPE with sufficient PPE in stock to ensure compliance</li> <li>Specific training for site staff on infection control.</li> <li>Trust bank of risk assessments to support these decisions</li> <li>Trust well being line available</li> <li>FAQs from trust for staff</li> </ul>	JS	14 <sup>th</sup> July
4	Infection enters the school site	<ul style="list-style-type: none"> <li>Engage with the NHS Test and Trace process</li> <li>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</li> <li>Inform Suffolk County Council</li> </ul>	JS	Ongoing  6 <sup>th</sup> Nov

		<ul style="list-style-type: none"> <li>• Contain any outbreak by following Suffolk and local health protection team advice</li> <li>• Protocols for deliveries to school – signage at the entrance to the school/car park to explain process</li> </ul>		
5	Staff not aware of testing protocols	<ul style="list-style-type: none"> <li>• Communication planning</li> <li>• Reinforce support available for staff and their families</li> <li>• Remind staff of self-referral testing process and employer testing referral process</li> <li>• Testing results to be communicated to school leadership</li> </ul>	JS	14 <sup>th</sup> July
6	Staff communal areas do not cater for social distancing	<ul style="list-style-type: none"> <li>• Clear protocols for staff breaks / times / rooms / refreshments / toilets</li> <li>• Each bubble given allocated space for break times, staff encouraged to use outdoor spaces where practical, weather permitting</li> <li>• Refreshments and catering equipment provided for each staff break room</li> </ul>	GH	8 <sup>th</sup> July
7	Staff sharing equipment (part time)	<ul style="list-style-type: none"> <li>• No shared equipment for staff where possible.</li> <li>• Rigorous cleaning of shared equipment</li> <li>• Protocols around usage of shared equipment such as photocopying</li> </ul>	GH	8 <sup>th</sup> July

		<ul style="list-style-type: none"> <li>• Regular cleaning of equipment between home and school such as laptops</li> <li>• Bubbles reduce this occurring</li> <li>• Maximise the opportunities presented by the flexibility of part time staff to reduce exposure such as allowing 0.5 teacher to work one week and have one week off</li> </ul>		
8	Staff PPA increases risk and reduces the impact of social distancing	<ul style="list-style-type: none"> <li>• Staff must keep at a distance, when covering classes/cleaning protocols in place</li> <li>• Allocated spaces for different year groups to complete PPA –with cleaning protocols in place/option that PPA can taken at home</li> </ul>	JS	2 <sup>nd</sup> Nov
9	Reduced capacity due to a member of senior / middle leadership contracting Covid-19	<ul style="list-style-type: none"> <li>• Short-term: Re-allocate key duties during period of illness</li> <li>• Medium-term: ask for support from USP to provide additional leadership capacity</li> <li>• Identification of staff who are able to 'step-up' if required</li> </ul>	JS	8 <sup>th</sup> July
10	Impact on school development priorities / capacity to achieve priorities	<ul style="list-style-type: none"> <li>• Adjust current priorities to focus on re-establishing the school's core business</li> <li>• Adjust priorities termly</li> <li>• Seek support from the Trust for identified areas of concern/ weakness</li> </ul>	JS	Ongoing
11	Induction for staff	<ul style="list-style-type: none"> <li>• Induction for new staff on all policies and procedures, if this has</li> </ul>	JS	16 <sup>th</sup> July

		<p>not already taken place as new protocols.</p> <ul style="list-style-type: none"> <li>• Induction in new protocols for all staff who haven't been working during the closure period.</li> </ul>		
12	Some traditional events in the school calendar are unlikely to be practicable	<ul style="list-style-type: none"> <li>• Work through calendar of events and make decisions on practicalities</li> </ul>	JS	Ongoing
13	Unable to support intimate care for nursery/reception pupils in a safe manner (PPE / CPD?)	<ul style="list-style-type: none"> <li>• CPD with effective PPE provided as per guidelines.</li> </ul>	JS	14 <sup>th</sup> July
14	Staffing for breakfast and after school clubs	<ul style="list-style-type: none"> <li>• <b>Breakfast and After School Club will re-open (with reduced numbers of children) on Monday 9<sup>th</sup> November.</b></li> </ul>	JS	9 <sup>th</sup> Nov
15	Unable to provide lunch supervision particularly for 1-1 pupils	<ul style="list-style-type: none"> <li>• Maintain bubbles outside or if wet play in the children's regular classes. If not usual staff that work with the bubble, adults to maintain social distance</li> <li>• Risk assessment for each child in this category to review provision</li> </ul>	JS	28 <sup>th</sup> Sept
16	Staff unable to return to work due to lack of childcare for their own children	<ul style="list-style-type: none"> <li>• Trust standard letter, we expect employees to make arrangements with their child's school as keyworkers. Last resort is employee requests unpaid leave.</li> <li>• Consider rota patterns, flexible work requests and temporary alterations to contracts.</li> </ul>	JS	8 <sup>th</sup> July
17	Ensuring that staff who are in work but have household members shielding, are able to maintain stringent social distancing.	<ul style="list-style-type: none"> <li>• Use Trust template for risk assessments for vulnerable staff</li> </ul>	JS	17 <sup>th</sup> July

		<ul style="list-style-type: none"> <li>• Workplace risk assessments are in place and regularly monitored/reviewed.</li> <li>• Follow COVID 19 guidance for all educational settings</li> </ul>		
18	Anxious staff	<ul style="list-style-type: none"> <li>• Induction on new protocols to reassure on how risks are being managed to protect staff.</li> <li>• Constant reminder of trust wellbeing scheme and other support available including occupational health.</li> </ul>	JS	1 <sup>st</sup> September
19	Staff transport into work	<ul style="list-style-type: none"> <li>• All staff to minimise the use of public transport and use alternative methods of getting into work if possible.</li> <li>• School leaders to communicate clearly that any staff concerns around transport need to be raised ASAP.</li> </ul>	JS	14 <sup>th</sup> September
20	Pregnant members of staff	<ul style="list-style-type: none"> <li>• Should attend school</li> </ul>	JS	14 <sup>th</sup> July
21	Use of outdoor equipment spreads infection	<ul style="list-style-type: none"> <li>• Outdoor playground equipment will be more frequently cleaned and is not shared by bubbles.</li> </ul>	GH	8 <sup>th</sup> July
22	Staff who are clinically extremely vulnerable	<ul style="list-style-type: none"> <li>• Clinically extremely vulnerable – staff</li> <li>• Individuals who are clinically extremely vulnerable (CEV) are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from</li> </ul>	JS	5 <sup>th</sup> Nov

		<p>the NHS or from their GP, and may have been advised to shield in the past.</p> <ul style="list-style-type: none"> <li>Individual risk Assessments to be completed</li> </ul>		
--	--	---	--	--

**b) Curriculum**

	Risk	Countermeasure	By whom?	By when?
1	School equipment spreads infection for one each	<ul style="list-style-type: none"> <li>Staff and pupils have their own items that are not shared</li> <li>Classroom based resources, such as books and games are used and shared within the bubble; they will be cleaned regularly, along with all frequently touched surfaces</li> <li>Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> <li>Pupils limit the amount of equipment they bring into</li> </ul>	GH/JS	14 <sup>th</sup> July

		<p>school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.</p> <ul style="list-style-type: none"> <li>• Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation apply to these resources.</li> <li>• Teachers and SLT are advised to wear gloves to look at books if not a member of the bubble</li> </ul>		
2	Children not in school miss out on education	<ul style="list-style-type: none"> <li>• Nominated staff support remote learning (LMc/TW)</li> <li>• Trust approach to support this</li> </ul>	JS	Ongoing
3	Unable to deliver the full curriculum	<ul style="list-style-type: none"> <li>• Expectation that full curriculum will be covered - particular focus on catch up in the autumn term</li> </ul>	JS	1 <sup>st</sup> September
4	Significant gaps in learning in all classes as they return	<ul style="list-style-type: none"> <li>• Use PIXL to close gaps in English/Maths (TCC's)</li> <li>• Use updated Maths Mastery plans that accommodate lost learning</li> <li>• Subject leaders analyse lost learning and potential impact on cyclical curriculum</li> </ul>	SLT	6 <sup>th</sup> September  8 <sup>th</sup> July



		<ul style="list-style-type: none"> <li>Adjust wider curriculum plans to accommodate lost areas of learning</li> </ul>		
5	Lack of assessment for learning	<ul style="list-style-type: none"> <li>Maximise use of all PIXL assessments</li> <li>Use MM pre/post assessment tools to provide gap analysis</li> <li>Use Core Team meetings across school to monitor children's progress</li> </ul>	SLT	1 <sup>st</sup> September
6	Insufficient attention to children's emotional needs on return	<ul style="list-style-type: none"> <li>Schools will support, through PSHE lessons: <ul style="list-style-type: none"> <li>- the rebuilding of friendships and social engagement</li> <li>- address and equip pupils to respond to issues linked to coronavirus</li> <li>- support pupils with approaches to improving their physical and mental wellbeing</li> </ul> </li> </ul>	JS	1 <sup>st</sup> September

**c) Personal Development including Social/Emotional well-being and Behaviour including attendance/exclusion**

	<b>Risk</b>	<b>Countermeasure</b>	<b>By whom?</b>	<b>By when?</b>
1	Unable to provide staggered break and lunch times for pupils	<ul style="list-style-type: none"> <li>Monitor, through SLT Meetings, level of need across school and deploy staff accordingly</li> <li>Maintain breaks and lunches through bubbles if necessary, supervising from distance</li> </ul>	SLT	8 <sup>th</sup> July

2	Children aren't clear on school routines	<ul style="list-style-type: none"> <li>Teacher induct children on all routines when they return to school</li> <li>Clear system for any accepted movement around the building including one-way systems with clear signage / marking with tape etc.</li> </ul>	GH/teachers	1 <sup>st</sup> September
3	Children don't follow hygiene rules	<ul style="list-style-type: none"> <li>Schools have regular and repeating notices/training/ posters/ assemblies (in small group) using technology where possible for staff (pre-recorded videos), children and parents on expectations for hand washing, tissues, coughing, hand gel, not sharing equipment</li> </ul>	Teachers/SLT	Ongoing
4	Unable to safely use play equipment	<ul style="list-style-type: none"> <li>Play equipment is shared in bubbles</li> </ul>	JS	8 <sup>th</sup> July
5	Children require additional support to follow these measures	<ul style="list-style-type: none"> <li>Work with parents by phone</li> <li>Use of technology to model (video)</li> </ul>	SLT/teachers	8 <sup>th</sup> July and ongoing
6	Effect of insufficient transition activities during the summer term	<ul style="list-style-type: none"> <li>Summer term – 4 days of transition for all pupils. For children that did not attend, plan for sufficient opportunities for familiarisation with teachers at the start of term/support for children who may be anxious</li> </ul>	Teachers	1 <sup>st</sup> September
7	Behaviours for learning takes time to establish and are challenged by some pupils	<ul style="list-style-type: none"> <li>Revisit PF Behaviour Policy with all children, with Covid-19 addendum</li> <li>Run a whole-school project for children and teachers to 're-connect'</li> <li>Use virtual assemblies to re-establish the school's rules etc.</li> </ul>	Teachers	1 <sup>st</sup> September

		<ul style="list-style-type: none"> <li>Re-establish expectations and the principles of learning that the school has already in place</li> </ul>		
8	Attendance is poor	<ul style="list-style-type: none"> <li>Remind and work with parents/ carers to quickly re-establish good attendance habits especially. PAs</li> <li>Inform parents/ carers that the school has been deep cleaned to reduce fears of Covid-19 infection</li> </ul>	JS/SB	July 8 <sup>th</sup> and ongoing
9	Returning to an unfamiliar setting causes anxiety for pupils – particularly EYFS/reception/pupils who have not returned to school yet	<ul style="list-style-type: none"> <li>Transition weeks in the summer term – remind children of when they came in, share photographs etc. Provide additional support for those who have not visited the school</li> </ul>	EYFS teachers/all teachers	1 <sup>st</sup> September and ongoing
10	High risk pupils with challenging behaviour require restraint posing additional risk to themselves and staff	<ul style="list-style-type: none"> <li>Staff allocated according to relationships thereby reducing potential for risk</li> <li>Clear expectations on need for social distancing – work with families and trust if pupil unable to comply</li> </ul>	JS/FB/SBav	1 <sup>st</sup> September and ongoing
11	Higher than usual numbers of safeguarding disclosures	<ul style="list-style-type: none"> <li>Ensure all staff and any volunteers are equipped to receive disclosures and know who and how to pass them on/record them</li> <li>The trust has revised the recommended child protection policy to reflect the return of more pupils</li> </ul>	JS/DDSLs	1 <sup>st</sup> September

		<ul style="list-style-type: none"> <li>Designated safeguarding leads (and deputies) will be provided with sufficient time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate</li> <li>Attention is paid to communication with school nurses</li> </ul>		
12	Pupils return having been traumatised by their experience of the COVID-19 restrictions	<ul style="list-style-type: none"> <li>Ensure staff are aware of sources of help and resources available</li> </ul>	JS	1 <sup>st</sup> September

**d) Vulnerable children (SEND/LAC)**

	<b>Risk</b>	<b>Countermeasure</b>	<b>By whom?</b>	<b>By when?</b>
1	Children with SEND do not have needs met	<ul style="list-style-type: none"> <li>Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories</li> </ul>	JS/FB	14 <sup>th</sup> July

2	Children have suffered trauma, both in existing challenging situations known to the school, or new situations previously unknown to the school	<ul style="list-style-type: none"> <li>Trauma Training for all staff was delivered on 3<sup>rd</sup> Sept before start of term for children</li> <li>Teachers and Support Staff to monitor carefully for signs of trauma and provide support and intervention where needed</li> </ul>	JS	1 <sup>st</sup> September
---	--	---	----	---------------------------

#### Visitor Risk Assessment (Covid-19)

Potential Risks	Who might be affected?	Risk Rating			Precautions	Responsibility
		H	M	L		
Lack of social distancing	Children and adults		J		Ensure visiting adults keep a distance of 2 metres at all times from other adults and children.	Visitors must read a copy of the Visitor Risk Assessment and follow all guidance. This will be shown on Inventory at the point of signing in.
Virus transmission	Children and adults		J		Visitors to wear a mask at all times, apart from when interacting with children (where social distancing is possible) and when eating or drinking. Visitors will not normally visit classrooms but will use the hall, the field or the Mobile Classroom (where possible) when engaging with children or staff members.	Visitors must read a copy of the Visitor Risk Assessment and follow all guidance. This will be shown on Inventory at the point of signing in. Visitors must leave contact details to support Track and Trace. If after leaving Place Farm a visitor shows signs of Covid-19, they must contact the school (01440 702836).
Unaccompanied visitors	Children and adults		J		Visitors must ensure that they follow all guidance - including: wash hands on entry, follow signage, wear a mask, maintain a safe distance (2m) from children and adults. Visitors must not enter classrooms - unless agreement has been made to stand/be seated in an area (agreed with a member of SLT).	Visitors must read a copy of the Visitor Risk Assessment and follow all guidance. This will be shown on Inventory at the point of signing in.
Walking around the site	Children and adults		J		Visitors will normally stay in the hall, on the field or in the Mobile Classroom, apart from when they are visiting the toilets (near the front Offices) or the Main Staffroom for break times or agreement has been made to enter classrooms (by a member of SLT)	Visitors must read a copy of the Visitor Risk Assessment and follow all guidance. This will be shown on Inventory at the point of signing in.

Toilet visit	Children and adult		✓		Office staff to show visitors where the toilet is, by the front office. Visitors are then to use this toilet at all times.	Office staff. Visitors must read a copy of the Visitor Risk Assessment and follow all guidance. This will be shown on Inventory at the point of signing in.
Staffroom use	Children and adult		✓		Office staff to show visitors where the main Staffroom is, by the front office. Visitors are then to use this staffroom at all times.	Office staff. Visitors must read a copy of the Visitor Risk Assessment and follow all guidance. This will be shown on Inventory at the point of signing in.
Signing in and out	Children and adult		✓		Accompanying staff and reception staff to explain to visitor how to sign in and out at the start and end of their visit.	Office staff. Visitors must read a copy of the Visitor Risk Assessment and follow all guidance. This will be shown on Inventory at the point of signing in.