

9th July 2020



Schools partially reopening on a phased basis no earlier than 1 June 2020 risk assessment

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.

Introduction

The Government published guidance on 2 July setting out its expectations that schools should prepare for all pupils to return full-time from the start of the autumn term, including those in school-based nurseries.

Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning 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 potential for contamination so far as is reasonably practicable

Contacts are expected to be reduced by:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks

2) Principles

In order to prevent the spread of coronavirus, schools will:

- i) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- ii) clean hands thoroughly more often than usual
- iii) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- iv) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- v) minimise contact between individuals and maintain social distancing wherever possible
- vi) where necessary, wear appropriate personal protective equipment (PPE)

3) Response to any infection

In the event of a positive test, schools will:

- i) engage with the NHS Test and Trace process
- ii) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- iii) contain any outbreak by following local health protection team advice

4) Expectations in all schools

a) Prevention

i) Schools will minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school

Pupils, staff and other adults should not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days. Schools will ensure anyone developing those symptoms during the school day is sent home.

If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.

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). Staff will all be provided with training on when PPE is needed.

Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.

Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

ii) Schools will ensure that staff and pupils clean their hands thoroughly more often than usual

Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Each school is:

- checking whether it has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly
- ensuring supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative
- building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them

iii) Schools will ensure that good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.

Public Health England does not (based on current evidence) recommend the use of face coverings in schools.

iv) Schools will have enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach

Each school will have a cleaning schedule that ensures cleaning is generally enhanced and includes:

- more frequent cleaning of rooms / shared areas that are used by different groups
- frequently touched surfaces being cleaned more often than normal
- that toilets are cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet

v) Schools will minimise contact between individuals and maintain social distancing wherever possible

This includes keeping where possible to children staying in the same group or 'bubble' – in primary schools as a class and in secondary schools as a year group. Where possible, staff will be part of a bubble with children or maintain distance from their pupils. In the later case, staff should stay at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.

Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space.

Groups should be kept apart. Schools will avoid large gatherings and only hold assemblies or collective worship with one group or virtually with more groups.

When timetabling, groups will be kept apart and movement around the school site will be kept to a minimum. Schools will avoid creating busy corridors, entrances and exits and consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).

Schools will also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms will be minimised, although staff will have a break of a reasonable length during the day.

vi) Where necessary, staff will wear appropriate personal protective equipment (PPE)

The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
- where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used

Staff will be trained on the use of PPE should it be needed.

b) Response to any infection

i) Schools will engage with the NHS Test and Trace process

Staff members and parents/carers will be briefed to understand that they will need to be ready and willing to:

- book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.

Schools will ask parents and staff to inform them immediately of the results of a test:

- if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

ii) Schools will follow the guidance in managing confirmed cases of coronavirus

Schools will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team and the trust central team. The local health protection team provides the advice that must be followed. In the event that this advice is slow and heads need to make rapid decisions, the trust central will support heads with this.

Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. (Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.)

A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'

Schools will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

iii) Schools will look to contain any outbreak by following local health protection team advice

If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and will continue to work with their local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.

In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.

c) Transport

i) Dedicated school transport, including statutory provision

Schools will arrange, and discuss with transport providers:

- the way pupils are grouped together on transport, where possible, will reflect the bubbles that are adopted within school
- use of hand sanitiser upon boarding and/or disembarking
- additional cleaning of vehicles
- organised queuing and boarding where possible
- distancing within vehicles wherever possible
- the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet

ii) Wider public transport

Use by pupils of public transport, particularly in peak times, will be kept to an absolute minimum. Schools will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours.

Schools encourage parents, staff and pupils to walk or cycle to school if at all possible, and will consider using 'walking buses'.

should refer to the safer travel guidance for passengers.

d) Other issues

Attendance

School is not optional. School attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools' responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

Pupils who are shielding or self-isolating

The majority of pupils, including those shielding earlier in the year. will be able to return to school.

- A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)
- Shielding advice for all adults and children will pause on 1 August. This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.
- if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent.
- Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school.

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, schools will look immediately to offer them access to remote education.

Staff who are clinically vulnerable or extremely clinically vulnerable

The Government expects all staff, including those who are extremely clinically vulnerable and clinically vulnerable, to return to the workplace. Those in the most at risk categories should take particular care.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people.

Staff who may otherwise be at increased risk from coronavirus (COVID-19)

If people with significant risk factors are concerned, school leaders will discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders will try as far as practically possible to accommodate additional measures where appropriate.

People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

Educational visits

Overnight and overseas educational visits will not be taking place.

Schools may resume non-overnight domestic educational visits. As normal, schools will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will consider what control measures need to be used and will consult the trust health and safety officer when considering visits.

School uniform

Schools will have their usual uniform policies in the autumn term. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. Schools will be mindful and considerate in relation to parents who may be experiencing financial pressures.

Specific curriculum provision and extra-curricular provision

Schools will work towards resuming breakfast and after-school provision, where this is possible and was previously in place. Schools will look to keep children within their year groups or bubbles where possible but if this is not possible, will use small, consistent groups. As with physical activity during the school day, contact sports will not take place.

When pupils are playing instruments or singing in small groups such as in music lessons, schools will use physical distancing and play 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 will not take place in larger groups such as school choirs and ensembles, or school assemblies.

Pupils will be kept in consistent groups for physical activity, sports equipment will be thoroughly cleaned between each use by different individual groups, and contact sports will not take place.

Contingency planning for outbreaks

Process in the event of local outbreaks

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and schools will follow advice provided.

Contingency plans for outbreaks

Schools will have in place remote education plans for individuals or groups of self-isolating pupils. These will:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- use the online tools that are consistently used across the school in order to allow interaction, assessment and feedback (staff will be trained in their use)
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools will work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, schools will:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

All staff will be instructed on the nature of COVID-19 and its transmission. They will confirm they understand the reason for the control measures that are required. All staff will confirm that they are confident in applying the control measures identified in school risk assessments. Staff will receive appropriate instructions in relation to the specific measures that have been put in place by the school setting. Staff will be involved in the practical implementation of the school risk assessments.

a) Premises/ Health and Safety

	Risk	Countermeasure	By whom?	By when?
1	Insufficient toilets to enable social distancing	<ul style="list-style-type: none"> Plan for member of staff in a supervisory position in the toilet areas. Walkie talkie system to support use Schedule for different classes as to when toilets are used A rota for all groups to use the toilets frequently and reduce the need to go at adhoc times. Schools to include details in their plan. 	GH	14th July
2	Pupil or teaching group leader is sent home with symptoms of COVID	<ul style="list-style-type: none"> Providing PPE for staff member supervising pupil. Designated suspected COVID isolation room, separate to normal first aid room. Deep clean of isolation rooms and areas staff member or pupil had contact with. Refer to guidance on communicating with staff and parents Information provided about testing procedure Request to be informed of test outcome If a test is positive, follow guidance about isolation 	GH JS	7 th July
3	Parents do not have confidence in the school being safe	<ul style="list-style-type: none"> Frequent communication. 	SLT/Teachers	Ongoing

		<ul style="list-style-type: none"> • Clear expectations on arrangements and procedures if a child shows symptoms • Opportunity for parents to share concerns • Coordinated message across local schools • Information on procedures in schools sent out prior to the start of term • Explain measure being taken to adapt the school's operations 		
4	Congestion at start and end of day	<ul style="list-style-type: none"> • Stagger drop offs and pick ups • One parent max • Limiting contact between parents and staff by – parents will only be able to enter the site when an appointment has been made – where possible meetings will be outside and social distancing will be maintained • Three drop off / collection points • Staggered start and end times strictly expected longer slots allowing contingency if run over – these can be adjusted down going forward if necessary 	JS	8 th July
5	Repeated touching of door handles increases risk of spreading infection	<ul style="list-style-type: none"> • Keep doors open 	GH	Ongoing
6	Maintaining avoiding contact between groups in the event of emergency evacuation	<ul style="list-style-type: none"> • Fire drill routine reconsidered and shared with all, then practised as soon as is practicable 	GH/JS	9 th July

7	Insufficient cleaning	<ul style="list-style-type: none"> • Discuss working hours of cleaners and draft in additional if necessary, to ensure sufficient capacity • Expect site managers to tour school repeatedly during the day to carry out routine cleaning • Staff who carry out cleaning are familiar with the cleaning and disinfecting processes that are required at this time. • Hire additional cleaning hours, if needed 	GH	9 th July
8	Cross contamination in shared spaces such as toilets	<ul style="list-style-type: none"> • Toilet management. Each school to plan how they timetable access and ensure regular cleaning for staff and students. • Protocol for students – hand sanitisation • Regular cleaning • Communicate with parents to reinforce expectations • Consideration has been given to where it is beneficial to restrict access to unused areas to support operational management. 	GH	13th July
9	Parents send children who are unwell to school	<ul style="list-style-type: none"> • Clear guidance for parents on indicators and actions if child unwell and reporting to school to allow monitoring of those presenting with symptoms. 	JS	13th July
10	Parents not aware of testing protocols	<ul style="list-style-type: none"> • Communication planning and protocols regularly. 	JS	13th July

11	Safety around facemasks	<ul style="list-style-type: none"> Refer to DfE guidance that makes clear face masks are not recommended in schools, should be removed if worn whilst travelling to school and waste areas for disposal of used face masks 	GH/teachers	13th July
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"> 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 	GH	13th July
13	Children arrive by bus / minibus)	<ul style="list-style-type: none"> Attempt that the way pupils are grouped together on transport, where possible, will reflect the bubbles that are adopted within school Use hand sanitiser upon boarding and/or disembarking Additional cleaning of vehicles Organise queuing and boarding where possible Increase distancing within vehicles wherever possible Expect the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their 	JS	14 th July

		group or who they do not normally meet		
14	Unable to maintain social distancing whilst carrying out first aid.	<ul style="list-style-type: none"> • Appropriate CPD and PPE provided for all staff – staff carrying out first aid remain in their bubble to reduce exposure. 	GH/Support staff	13th July
15	Providing school meals pupils safely	<ul style="list-style-type: none"> • Kitchens will be 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. • School kitchens will comply with the guidance for food businesses on coronavirus (COVID-19) 	GH/JS	9 th July
16	Necessary checks before opening	<ul style="list-style-type: none"> • 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. 	GH/JS	25 th August
17	Congestion using bike racks	<ul style="list-style-type: none"> • Pupils are advised to use the racks one at a time if necessary supervised by staff 	JS	14 th July
18	Travel	<ul style="list-style-type: none"> • Parents are encouraged to only travel with members of the same ' class or year group 'bubble' 	JS	13th July

b) Staffing/HR and capacity

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

5	Staff not aware of testing protocols	<ul style="list-style-type: none"> • Communication planning • Reinforce support available for staff and their families • Remind staff of self-referral testing process and employer testing referral process • Testing results to be communicated to school leadership 	JS	14 th July
6	Staff communal areas do not cater for social distancing	<ul style="list-style-type: none"> • Clear protocols for staff breaks / times / rooms / refreshments / toilets • Each bubble given allocated space for break times, staff encouraged to use outdoor spaces where practical, weather permitting • Refreshments and catering equipment provided for each staff break room 	GH	8 th July
7	Staff sharing equipment (part time)	<ul style="list-style-type: none"> • No shared equipment for staff where possible. • Rigorous cleaning of shared equipment • Protocols around usage of shared equipment such as photocopying • Regular cleaning of equipment between home and school such as laptops • Bubbles reduce this occurring • Maximise the opportunities presented by the flexibility of part 	GH	8 th July

		time staff to reduce exposure such as allowing 0.5 teacher to work one week and have one week off		
8	Staff PPA increases risk and reduces the impact of social distancing	<ul style="list-style-type: none"> Use staff who keep at a distance 	JS	8 th July
9	Reduced capacity due to a member of senior / middle leadership contracting Covid-19	<ul style="list-style-type: none"> Short-term: Re-allocate key duties during period of illness Medium-term: ask for support from USP to provide additional leadership capacity Identification of staff who are able to 'step-up' if required 	JS	8 th July
10	Impact on school development priorities / capacity to achieve priorities	<ul style="list-style-type: none"> Adjust current priorities to focus on re-establishing the school's core business Adjust priorities termly Seek support from the Trust for identified areas of concern/ weakness 	JS	Ongoing
11	Induction for staff	<ul style="list-style-type: none"> Induction for new staff on all policies and procedures, if this has not already taken place as new protocols. Induction in new protocols for all staff who haven't been working during the closure period. 	JS	16 th July
12	Some traditional events in the school calendar are unlikely to be practicable	<ul style="list-style-type: none"> Work through calendar of events and make decisions on practicalities 	JS	Ongoing
13	Unable to support intimate care for nursery/reception pupils in a safe manner (PPE / CPD?)	<ul style="list-style-type: none"> CPD with effective PPE provided as per guidelines. 	JS	14 th July

14	Staffing for breakfast and after school clubs	<ul style="list-style-type: none"> Review in Sept when able to reopen. Once open keep children in bubbles within the breakfast and after school clubs Staff to maintain distance from children 	JS	21 st September
15	Unable to provide lunch supervision particularly for 1-1 pupils	<ul style="list-style-type: none"> Maintain bubbles outside but supervise using alternative staff maintain social distance Risk assessment for each child in this category to review provision 	JS	14 th July
16	Staff unable to return to work due to lack of childcare for their own children	<ul style="list-style-type: none"> Trust standard letter, we expect employees to make arrangements with their child's school as keyworkers. Last resort is employee requests unpaid leave. Consider rota patterns, flexible work requests and temporary alterations to contracts. 	JS	8 th 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"> Use Trust template for risk assessments for vulnerable staff Workplace risk assessments are in place and regularly monitored/reviewed. Follow COVID 19 guidance for all educational settings 	JS	17 th July
18	Anxious staff	<ul style="list-style-type: none"> Induction on new protocols to reassure on how risks are being managed to protect staff. Constant reminder of trust wellbeing scheme and other support 	JS	1 st September

		<p>available including occupational health.</p> <ul style="list-style-type: none"> • Regular communications with staff who continue to work from home. • Discuss opportunity of unpaid leave with staff who do not want to return to work and do not come under a vulnerable category. 		
19	Staff transport into work	<ul style="list-style-type: none"> • All staff to minimise the use of public transport and use alternative methods of getting into work if possible. • School leaders to communicate clearly that any staff concerns around transport need to be raised ASAP. 	JS	14 th September
20	Pregnant members of staff	<ul style="list-style-type: none"> • Should attend school 	JS	14 th July
21	Use of outdoor equipment spreads infection	<ul style="list-style-type: none"> • Outdoor playground equipment will be more frequently cleaned. 	GH	8 th July

c) Curriculum

	Risk	Countermeasure	By whom?	By when?
1	School equipment spreads infection for one each	<ul style="list-style-type: none"> • Staff and pupils have their own items that are not shared 	GH/JS	14 th July

		<ul style="list-style-type: none">• Classroom based resources, such as books and games, can now be used and shared within the bubble; they will be cleaned regularly, along with all frequently touched surfaces• 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.• Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.• 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		
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		rotation apply to these resources.		
2	Children not in school miss out on education	<ul style="list-style-type: none"> • Nominated staff support remote learning • Trust approach to support this 	JS	Ongoing
3	Unable to deliver the full curriculum	<ul style="list-style-type: none"> • Expectation that full curriculum will be covered 	JS	1 st September
4	Significant gaps in learning in all classes as they return	<ul style="list-style-type: none"> • Use PIXL to close gaps in English • Use updated Maths Mastery plans that accommodate lost learning • Subject leaders analyse lost learning and potential impact on cyclical curriculum • Adjust wider curriculum plans to accommodate lost areas of learning 	SLT	8 th July
5	Lack of assessment for learning	<ul style="list-style-type: none"> • Maximise use of all PIXL assessments • Use MM pre/post assessment tools to provide gap analysis • Use Core Team meetings across school to monitor children's progress 	SLT	1 st September
6	Insufficient attention to children's emotional needs on return	<ul style="list-style-type: none"> • Schools will support: <ul style="list-style-type: none"> - the rebuilding of friendships and social engagement - address and equip pupils to respond to issues linked to coronavirus - support pupils with approaches to improving their physical and mental wellbeing 	JS	1 st September

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

	Risk	Countermeasure	By whom?	By when?
1	Unable to provide staggered break and lunch times for pupils	<ul style="list-style-type: none"> • Monitor, through SLT Meetings, level of need across school and deploy staff accordingly • Maintain breaks and lunches through bubbles if necessary, supervising from distance 	SLT	8 th July
2	Children aren't clear on school routines	<ul style="list-style-type: none"> • Teacher induct children on all routines when they return to school • Clear system for any accepted movement around the building including one-way systems with clear signage / marking with tape etc. 	GH/teachers	1 st September
3	Children don't follow hygiene rules	<ul style="list-style-type: none"> • Schools have regular and repeating notices/training/ 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 	JS/teachers	Ongoing
4	Unable to safely use play equipment	<ul style="list-style-type: none"> • Consider restrictions on play equipment or taking it out of action 	JS	8 th July
5	Children require additional support to follow these measures	<ul style="list-style-type: none"> • Work with parents by phone • Use of technology to model (video) 	SLT/teachers	8 th July and ongoing

6	Effect of insufficient transition activities during the summer term	<ul style="list-style-type: none"> • 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 	Teachers	1 st September
7	Behaviours for learning takes time to establish and are challenged by some pupils	<ul style="list-style-type: none"> • Revisit PF Behaviour Policy with all children • Run a whole-school project for children and teachers to ‘re-connect’ • Use virtual assemblies to re-establish the school’s rules etc. • Re-establish expectations and the principles of learning that the school has already in place 	Teachers	1 st September
8	Attendance is poor	<ul style="list-style-type: none"> • Remind and work with parents/carers to quickly re-establish good attendance habits especially. PAs • Inform parents/ carers that the school has been deep cleaned to reduce fears of C-19 infection 	JS/SB	July 8 th and ongoing
9	Returning to an unfamiliar setting causes anxiety for pupils – particularly EYFS/reception	<ul style="list-style-type: none"> • 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 	EYFS teachers	1 st September
10	High risk pupils with challenging behaviour require restraint posing additional risk to themselves and staff	<ul style="list-style-type: none"> • Staff allocated according to relationships thereby reducing potential for risk 	JS/FB/SBav	1 st September and ongoing

		<ul style="list-style-type: none"> • Clear expectations on need for social distancing – work with families and trust if pupil unable to comply 		
11	Higher than usual numbers of safeguarding disclosures	<ul style="list-style-type: none"> • Ensure all staff and any volunteers are equipped to receive disclosures and know who and how to pass them on/record them • The trust has revised the recommended child protection policy to reflect the return of more pupils • 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 • Attention is paid to communication with school nurses 	JS/DDSLs	1 st September
12	Pupils return having been traumatised by their experience of the COVID-19 restrictions	<ul style="list-style-type: none"> • Ensure staff are aware of sources of help and resources available 	JS	1 st September

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

	Risk	Countermeasure	By whom?	By when?
1	Children with SEND do not have needs met	<ul style="list-style-type: none"> 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 	JS/FB	14 th 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"> Late August briefing of trauma session for use at September PD day 	JS	1 st September