

**Schools reopening on 1st September 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 pubic 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](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus), 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](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)’, which sets out that they must self-isolate for at least 7 days and should [arrange to have a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) 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](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) 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](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) 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](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/), 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’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) 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’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance). 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’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)

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 wil 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](https://www.gov.uk/guidance/coronavirus-covid-19-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](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#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](https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits) 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.

1. **Premises/ Health and Safety**

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| --- | --- | --- | --- | --- |
|  | **Risk** | **Countermeasure** | **By whom?**  | **By when?** |
| 1 | Insufficient toilets to enable social distancing | * 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.
 | KB to produce daily timetable SD to ensure enough walkie talkies are available and ensure fully chargedDaily walkie talkie check in for all classes at start of day. | 17th July 2020Ongoing |
| 2 | Pupil or teaching group leader is sent home with symptoms of COViD | * 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.
* Self-isolating in PPA room wearing PPE until parent/carer collects. Staff member to wait outside of PPA with door open. PPE to be removed, bagged and sealed
* 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
 | SD | 17th July 2020 |
| 3 | Parents do not have confidence in the school being safe | * Frequent communication.
* Clear expectations on arrangements and procedures if a child shows symptoms
* Opportunity for parents to share concerns via class teacher and email
* 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
 | MMAll staff | 10th July 2020 |
| 4 | Congestion at start and end of day | * Stagger drop offs and pick ups
* One parent maximum
* Limiting contact between parents and staff by clearly labelled 2m spaced ‘crosses’ for each pupil within their class hubs.
* Pupils to be dropped off at star and parents encouraged not to wait with pupil
* SLT to supervise and manage social distancing measures are adhered.
* One way system with clearly signed entry and exit gate
* Drop off / collection station outside front office
* Staggered start and end times communicated with parents and strictly adhered to
 | SLT | 10th July 2020 |
|  5 | Repeated touching of door handles increases risk of spreading infection  | * Keep doors open
* Thorough cleaning of rooms including door handles daily
 | SLTAll staffCaretaker to open all doors at the start of the day | 1st September 2020 and ongoing |
| 6 | Maintaining avoiding contact between groups in the event of emergency evacuation | * Fire drill routine reconsidered and shared with all, then practised as soon as is practicable
* All staff to endeavour that fire doors in their vicinity are shut when room is empty
* All staff to endeavour that fire doors in their vicinity are shut in the event of a fire alarm or invacuation
 | SLTAll staff | 1st September 2020 |
| 7 | Insufficient cleaning | * Discuss working hours of cleaners and draft in additional if necessary, to ensure sufficient capacity
* ACS risk assessment of deep clean protocol for cleaning staff
* Staff who carry out cleaning are familiar with the cleaning and disinfecting processes that are required at this time.
* Infection control training for site manager, caretaker and ACS supervisor
 | SD | 1st September 2020 |
| 8 | Cross contamination in shared spaces such as toilets | * Toilet management. Communicated timetabled access and ensure regular cleaning for staff and students.
* Protocol for students – sanitise hands on entry, hand wash on exit
* 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.
* Cleaning after using shared spaces such as The Discovery Centre (antibacterial wipes in all classrooms and Discovery Centre)
 | SLT | 1st September 2020 and onwards |
| 9 | Parents send children who are unwell to school | * Clear guidance for parents on indicators and actions if child unwell and reporting to school to allow monitoring of those presenting with symptoms.
* Parent guidance document
 | MM | 17th July 2020 |
| 10 | Parents not aware of testing protocols | * Communication planning and protocols regularly.
 | MM | 1st September 2020  |
| 11 | Safety around facemasks | * 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
 | MM | 1st September 2020 |
| 12 | Classrooms have resource that does not need to be present with adjusted curriculum, but gets handled by pupils | * 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
 | MM and all staff | 1st September 2020 and ongoing |
| 13 | Unable to maintain social distancing whilst carrying out first aid.  | * Appropriate CPD and PPE provided for all staff
* Staff to carry out first aid within their hub to reduce exposure.
* First aid kits to be placed in every hub
* Medical forms to be completed electronically and emailed home by office to reduce interactions
 | SD | 1st September 2020 |
| 14 | Providing school meals pupils safely | * 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)](https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19)
* Staff working at lunch times to wash or sanitise between pupils when assisting with opening packaging for younger pupils.
* Lunches to be eaten in lunch hubs
 | SD | 4th September 2020 and onwards |
| 15 | Necessary checks before opening | * 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.
* Liaison with PCM
 | SD  | 1st September 2020 |
| 16 | Congestion using bike racks | * Pupils are advised to use the racks one at a time if necessary supervised by staff
* Staggered start times reducing number of pupils entering school at one time
 | MM | 4th September 2020 and onwards |
| 17 | Travel | * Parents are encouraged to only travel with members of the same year group ‘hub’
 | MM | 4th September 2020 and onwards |
| 18  | Potential mixing of bubbles in wrap around care | * Each year group to have separate table 2m away from another year group
* Each year to have separate play equipment
* Table to be cleaned with Antibacterial wipes after use
* Staff to maintain 2m distance from pupils and each other
 | SLTCD and CC | 4th September 2020 and onwards |

1. **Staffing/HR and capacity**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Risk** | **Countermeasure** | **By whom?**  | **By when?** |
| 1 | Unable to provide sufficient staffing | * Contingency plans communicated to parents similar to ‘snow days’
 | MM | From 4th September 2020  |
| 2 | Unable to staff provision of breaks/lunch for teaching group leaders | * Maintain hubs 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
 | MM and SLT | 4th September 2020 and onwards |
| 3 | Staff not confident they will be safe  | * Clear communication of measures put in place
* 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
 | MM and SLT | 1st September 2020 and onwards |
| 4 | Infection enters the school site | * 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 –

Displayed in office and entrance way | MMSD | 1st September 2020 and onwards |
| 5 | Staff not aware of testing protocols | * 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
 | MM  | 1st September 2020 and onwards |
| 6 | Staff communal areas do not cater for social distancing | * Clear protocols for staff breaks / times / rooms / refreshments / toilets.
* All break times are staggered
* To avoid congregating, staff should stay in class or find an area such as PPA room, staff room, old hall, outside – depending how many staff are already in these areas. All staff to observe 2 metres social distancing.
* Each hub 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
 | MM  | 1st September 2020 and onwards |
| 7 | Staff sharing equipment (part time) | * No shared equipment for staff where possible.
* Rigorous cleaning of shared equipment
* Protocols around usage of shared equipment such as photocopying
* Hand sanitiser station at photocopier
* Use of bar code to sign in rather than touch screen
* Regular cleaning of equipment between home and school such as laptops
* Provision of equipment wipes and antibacterial wipes available at all times.
* Hubs reduce this occurring
* Maximise the opportunities presented by the flexibility of part time staff to reduce exposure whilst ensuring the operational needs of the school are met.
 | MM and all staff | 1st September 2020 and onwards |
| 8 | Staff PPA increases risk and reduces the impact of social distancing  | * All staff outside of hub must maintain distance
* Reception class PPA cover from within hub as difficult to maintain social distancing
* Year 1 PPA lead HLTA to maintain social distance while class TA can support within hub
 | SLT  | 1st September 2020 and onwards |
| 9 | Reduced capacity due to a member of senior / middle leadership contracting Covid-19 | * 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
 | SLT and USP central team | 1st September 2020 and onwards |
| 10 | Impact on school development priorities / capacity to achieve priorities | * 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
 | SLT  | 1st September 2020 and onwards |
| 11 | Induction for staff  | * 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.
* Induction for staff who have been furloughed when they return.
 | SLT  | 1st September 2020 and onwards |
| 12 | Some traditional events in the school calendar are unlikely to be practicable | * Work through calendar of events and make decisions on practicalities
 | SLT  | 1st September 2020 and onwards |
| 13 | Unable to support intimate care for reception pupils in a safe manner (PPE / CPD?) | * CPD with effective PPE provided as per guidelines.
 | MM | 1st September 2020 and onwards |
| 14 | Staffing for breakfast and after school clubs | * Where possible, keep children in bubbles within the breakfast and after school clubs
* Staff to maintain distance from children
* Staff meet children at the door at specific allocated times: 8am, 8:15am and 8:30am only
* Limited number of places:

20 breakfast club30 Discovery club | SLTCD and CC | 1st September 2020 and onwards |
| 15 | Unable to provide lunch supervision particularly for 1-1 pupils | * Maintain hubs outside but supervise using alternative staff maintain social distance
* Risk assessment for each child in this category to review provision
 | MMABa | 1st September 2020 and onwards |
| 16 | Staff unable to return to work due to lack of childcare for their own children  | * 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.
 | MM | 1st September 2020 and onwards |
| 17 | Ensuring that staff who are in work but have household members shielding, are able to maintain stringent social distancing.  | * Use attached 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
 | MM | 1st September 2020 and onwards |
| 18 | Anxious staff | * Induction on new protocols to reassure on how risks are being managed to protect staff.
* Constant reminder of trust wellbeing scheme and other support available including occupational health.
* Sessions with Sue from OM Health and Wellbeing (face to face, online live, online group sessions)
* 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.
 | MM | 1st September 2020 and onwards |
| 19 | Staff transport into work | * 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.
 | All staffSLT | 1st September 2020 and onwards |
| 20 | Pregnant members of staff | * Should attend school
 | All staff | 1st September 2020 and ongoing |
| 21 | Use of outdoor equipment spreads infection | * Outdoor playground equipment will be more frequently cleaned.
* Equipment to be in class boxes and not shared between class hubs
* PE teaching to be scheduled for no shared use of equipment
* PE equipment to be used exclusively within a class hub and then cleaned before use by next class hub in next half term
 | SDAll StaffSPAll staff | 1st September 2020 and ongoing |

1. **Curriculum**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Risk** | **Countermeasure** | **By whom?**  | **By when?** |
| 1 | School equipment spreads infection for one each  | * Staff and pupils have their own items that are not shared
* 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 rotation apply to these resources.
* School reading books returned from home to be kept in returned books area for 72 hours before being given to another child
 | All staff | 1st September 2020 and ongoing |
| 2 | Children not in school miss out on education | * Staff working at home support remote learning
* Trust approach to support this
* Home access to White Rose maths being used in school
 | All staff | 1st September 2020 and ongoing |
| 3 | Unable to deliver the full curriculum | * Expectation that full curriculum will be covered
 | All staff under clear direction from SLT | 1st September 2020 and ongoing |
| 4 | Significant gaps in learning in all classes as they return | * Use SfA/PIXL to close gaps in English
* Use updated White Rose Maths 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
 | All staff | 1st September 2020 and ongoing |
| 5 | Lack of assessment for learning | * Maximise use of all PIXL assessments
* Use staff meetings across school to monitor children’s progress
 | All staff | 1st September 2020 and ongoing |
| 6 | Insufficient attention to children’s emotional needs on return | * Schools will support:- 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
* Use of assessment tools such as Motional/Boxhall to assess and meet individual needs
* Whole school Trauma informed support training
 | All staff  | 1st September 2020 and ongoing |

1. **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 | * Monitor, through Core Team Meetings, level of need across school and deploy staff accordingly
* Maintain breaks and lunches through bubbles if necessary, supervising from distance
 | USPSLT | 1st September 2020 and ongoing |
| 2 | Children aren’t clear on school routines | * Induction/practical training for staff/parents/children on transition days in July
* Clear system for any accepted movement around the building including one-way systems with clear signage / marking with tape etc.
 | SLTSD | 1st September 2020 and ongoing |
| 3 | Children don’t follow hygiene rules | * Schools have regular and repeating notices/training/ assemblies (in small group) using technology where possible for staff , children and parents on expectations for hand washing, tissues, coughing, hand gel, not sharing equipment
 | All staff | 1st September 2020 and ongoing |
| 4 | Unable to safely use play equipment | * Daily timetable for use of play equipment
* Timetable to be followed by all staff
 | KBAll staff | 10th July 2020 and onwards |
| 5 | Children require additional support to follow these measures | * Work with parents by phone
* Use of technology to model
* TAs to walk through measures with pupils 1:1
 | AbaAll 1:1 staff | 17th July 2020 17th July 2020 if in school or 4th September 2020  |
| 6 | Effect of insufficient transition activities during the summer term | * Transition 2 days offered to all pupils w/c 13th July 2020
* Videos for all pupils from new teacher
* Transition work set via Google Classroom for all pupils by new teacher
* Staggered start for Reception class Mon 7th September
 | SLTAll teaching staff | 10th July 2020 |
| 7 | Behaviours for learning takes time to establish and are challenged by some pupils | * Refresh Behaviour Policy
* Getting along together activities (SfA) for children and teachers to ‘re-connect’
* Use virtual assemblies to re-establish the school’s values and expectations etc.
* Re-establish behaviour for learning expectations and the principles of learning that the school has already in place using SfA cooperative learning techniques
 | MMAll staff | 10th July 20204th September 2020 and onwards |
| 8 | Attendance is poor | * Clear communication of expectation of attendance
* 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
 | MM | 10th July 20204th September 2020 and onwards |
| 9 | Returning to an unfamiliar setting causes anxiety for pupils – particularly reception | * Meet the teacher and headteacher virtual meeting for all families of new intake reception class
* 1:1 Zoom ‘Home visits’ for all new reception children and their parents
* Use Tapestry to send out stories and videos of school
 | MMCBCB | 26th June 202017th July 2020 |
| 10 | High risk pupils with challenging behaviour require restraint posing additional risk to themselves and staff | * Staff allocated according to relationships thereby reducing potential for risk. Updated September Provision map
* Clear expectations on need for social distancing – work with families and trust if pupil unable to comply
 | MM and SLT | 17th July 20201st September 2020 and ongoing |
| 11 | Higher than usual numbers of safeguarding disclosures | * Updated Safeguarding training for all staff in September
* 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
 | MMABa | 3rd September 20201st September 2020September 2020 and onwardsSeptember 2020 and onwards |
| 12 | Pupils return having been traumatised by their experience of the COVID-19 restrictions | * Ensure staff are aware of sources of help and resources available
* Whole school Trauma informed training
 | MM | 1st September 2020 and onwards3rd September 2020 |

1. **Vulnerable children (SEND/LAC)**

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| --- | --- | --- | --- | --- |
|  | **Risk** | **Countermeasure** | **By whom?**  | **By when?** |
| 1 | Children with SEND do not have needs met | * 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
* Updated section M of EHCP
* Updated risk assessments for all pupils with EHCP
* Continued communication between home and school
 | ABa supported all staffABaAll Staff | 1st September |
| 2 | Children have suffered trauma, both in existing challenging situations known to the school, or new situations previously unknown to the school | * Late August briefing of trauma session for use at September 2020 PD day
* Introduction of Motional to track and identify support needs
 | MMMM | 27th August 20201st September 2020 |