



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

**Introduction**

The Government published guidance on 11 May setting out its expectations that schools partially reopen on a phased basis from a date from 1 June 2020. Schools across the trust will use this guidance and further guidance that the Government will provide. The ambition is that:

* Primary schools welcome back children in nursery, Reception, Year 1 and Year 6 from a date from 1 June 2020
* Secondary schools work towards the possibility of providing some face-to-face contact with young people in Year 10 and Year 12 to help them prepare for exams next year
* Primary schools prepare for the possibility of other year groups returning later in June – this will happen if the Government advises that the most up-to-date assessment of the risk posed by the virus indicates that it is appropriate to have larger numbers of children within schools
* Priority groups, including vulnerable children and children of critical workers, continue to be able to attend schools
* Special schools work towards a phased return of more children and young people without a focus on specific year groups

These plans are being made ahead of confirmation of the scientific advice that the transmission rate has decreased and that it has been decided that it will be safe for a greater number of children and young people to return to school. The Government has said these plans will take place when the five key tests set by Government justify the changes at the time, including the rate of infection decreasing and the enabling programmes set out in the ‘Roadmap’ also published on 11 May are operating effectively.

The Government guidance recognises that early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, the Government has made clear that it has taken this into account.

The Government guidance sets out a range of protective measures, including:

* reducing the size of classes and keeping children in small groups without mixing with others where possible
* staggered break and lunch times, as well as drop offs and pick ups
* increasing the frequency of cleaning, reducing the used of shared items and utilising outdoor space

Schools will strongly encourage children in the four year groups to attend school from 1 June 2020. or the date the Government confirms, unless the child or a family member is shielding or the child is particularly vulnerable due to an underlying condition.

In making these plans, we note the advice from the Government that:

* the Scientific Advisory Group for Emergencies advising the Government has a high degree of confidence that the severity of the disease in children is lower than in adults and a moderately high degree of confidence that children aged up to 11 are less susceptible to it
* all staff are already eligible for testing, and staff in shielding and high-risk groups should remain at home
* [from 1 June](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings), all children and young people eligible to return to their settings will have access to testing, if they display symptoms, as will any symptomatic member(s) of their household
* where a setting has a positive case, Public Health England will advise on the appropriate course of action, and the relevant group of people with whom the individual has mixed closely, should be sent home and advised to self-isolate for 14 days.

The Government guidance includes expectations about effective infection protection and control:

* minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend school
* cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
* ensuring good respiratory hygiene - promote the ‘catch it, bin it, kill it’ approach
* cleaning frequently touched surfaces often using standard products, such as detergents.
* minimising contact and mixing by altering the classroom layout and staggering break times

The Government guidance includes:

* wearing a face covering or face mask in schools is not recommended
* the majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others
* PPE is only needed in a very small number of cases including a)children whose care routinely already involves the use of PPE due to their intimate care needs; b) if a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home

The Government guidance explains that:

* children who have been classed as clinically extremely vulnerable have been advised to shield should not attend school and should continue to be supported at home as much as possible
* for children who are clinically vulnerable, but not clinically extremely vulnerable, parents should follow medical advice
* education staff, who are clinically extremely vulnerable are advised not to attend work and should work from home where possible – schools will support this by asking staff to support remote education, carry out lesson planning or other roles which can be done from home
* if clinically vulnerable, but not clinically extremely vulnerable, individuals cannot work from home, they should be offered the safest available on-site roles
* if a child or a member of staff lives with someone who is clinically vulnerable, but not clinically extremely vulnerable, including those who are pregnant, they can attend school
* if a child or staff member lives in a household with someone who is extremely clinically vulnerable, they should be supported to learn or work at home

Although the Government guidance recognises that early years and primary age children cannot be expected to remain 2 metres apart from each other and staff, it advises that:

* it is still important to reduce contact between people as much as possible and reduce transmission risk by ensuring children and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups (for Year 10 & 12 students these arrangements will take account of government guidance)
* where settings can keep children and young people in those small groups 2 metres away from each other, they should do so, noting that brief, transitory contact, such as passing in a corridor, is low risk
* for primary schools, classes should normally be split in half, with no more than 15 pupils per small group with desks spaced as far apart as possible
* rewrite the timetable to stagger assembly groups, stagger break times including lunch so that children are not moving around the school at the same time, stagger drop-off and collection times, plan parents’ drop-off and pick-up protocols that minimise adult to adult contact
* consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously
* remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere
* remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)
* consider how children and young people arrive and reduce any unnecessary travel on coaches, buses or public transport where possible

Where schools’ circumstances make this difficult, the Government guidance says that solutions might involve children attending a nearby school and that schools’ order of priorities should be nursery (where applicable), reception and year 1.

The Government says it will revisit this advice when the science indicates it is safe to invite more children back to schools. The guidance sets out that schools:

* ensure that sufficient handwashing facilities are available - where a sink is not nearby, they should provide hand sanitiser in each classroom
* clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal
* ensure that all adults and children:
	+ frequently wash their hands with soap and water for 20 seconds and dry thoroughly
	+ clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing
	+ are encouraged not to touch their mouth, eyes and nose
	+ use a tissue or elbow to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’)
* ensure that help is available for children and young people who have trouble cleaning their hands independently
* consider how to encourage young children to learn and practise these habits through games, songs and repetition
* ensure that bins for tissues are emptied throughout the day
* where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units
* prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation
* there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting

The Government guidance advises reducing mixing within schools by:

* accessing rooms directly from outside where possible
* considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors
* staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time
* staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms
* ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time
* noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)
* using outside space for exercise and breaks, for outdoor education
* limiting the amount of shared resources that are taken home and limiting exchange of take-home resources between children, young people and staff
* by seeking to prevent the sharing of stationery and other equipment where possible
* shared materials and surfaces should be cleaned and disinfected more frequently
* adjusting transport arrangements where necessary including encouraging parents and children and young people to walk or cycle where possible, following further guidance on how to travel safely, which will be published shortly

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 | * For Key worker, R and Yr 1 a member of staff in a supervisory position in the toilet areas as each class use them. Walkie talkie system to support use if required
* R to use R toilets accessing from corridor. One toilet for each R hub
* Yr6 scheduled toilet breaks using yr5/6 toilets
* Yr1 and Key worker children to use yr2 toilets at scheduled times
* 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.
 | CB, ZL, KB to produce daily timetable for each classKB to produce daily timetable for Key worker childrenSD to organise walkie talkies ensure fully charged | Friday 20/5/20 |
| 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  | 1/6/2020 |
| 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
* Where possible, pupils use the same desk each day where they attend on consecutive days.
 | MMAll staff | 22/5/2020 |
| 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 ‘stars’ for each pupil within their teaching hubs.
* Pupils to be dropped of 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 strictly expected longer slots allowing contingency if run over – these can be adjusted down going forward if necessary
 | SLT | 22/5/20 |
| 5 | Risk to fire safety by increasing ventilation (open doors and windows | * All staff to endeavour that fire doors in their vicinity are shut when room is empty for the time period of partial school opening due to COVID-19
* All staff to endeavour that fire doors in their vicinity are shut in the vent of a fire alarm or invacuation for the time period of partial school opening due to COVID-19
 | SLTAll staff | 1/6/20 |
| 6 | Repeated touching of door handles increases risk of spreading infection  | * Keep doors open
* Deep cleaning of rooms including door handles daily
 | SLTAll staff | 1/6/20 |
| 7 | Maintaining social distancing in the event of emergency evacuation | * Fire drill routine reconsidered and shared with all, then practised as soon as is practicable
* Endeavour to maintain best practice in these COVID-19 times
 | SLTAll staff | 1/6/20 |
| 8 | Maintaining social distancing in the event of emergency invacuation | * Invacuation drill routine reconsidered and shared with all, then practised as soon as is practicable
* Endeavour to maintain best practice in these COVID-19 times
 | SLTAll staff | 1/6/20 |
| 9 | 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 | 1/6/20 |
| 10 | Cross contamination in shared spaces such as toilets | * Toilet management. Each school to plan how they timetable 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.
 | SD | 1/6/20 |
| 11 | Risk to vulnerable family members is increased | * Communication for staff and parents plan if pupil presents with symptoms
* Parent guidance document
* Procedures for following gov testing and self-isolation guidance
 | MM | 22/5/20 |
| 12 | Children don’t have enough uniform to allow daily washing  | * The need for clean clothes each day and prevent cross contamination means uniform may not be possible every day for every child. The need for clean clothes each day and preventing cross contamination means uniform may not be possible every day for every child.
 | MM to inform all staff of relaxed uniform expectations | 22/5/20 |
| 13 | 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 | 1/6/20 onwards |
| 14 | Increased risk to vulnerable, students and parents | * Up to date information on staff and pupils in each of the vulnerable categories. Risk assessment for staff who self-refer as vulnerable.
* Follow government guidance.
 | MM | 1/6/20 onwards |
| 15 | Parents not aware of testing protocols | * Communication planning and protocols regularly.
 | MM | 1/6/20 onwards |
| 16 | Safety around facemasks | * Refer to DfE guidance that makes clear face masks are not recommended in schools
 | MM | 1/6/20 onwards |
| 17 | Lack of social distancing with young children | * Created year group hubs with lower numbers of pupils to reduce interactions
* Staff are allocated to specific hubs to reduce interaction
* Reduced contact measures will be put into place, managing the flow of pupils/staff in corridors, floor markings, classroom set up. Making use of time outside on breaks and ensuring buildings have good ventilation with doors / windows left open.
 | SLT | 1/6/20 |
| 18 | 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
* Reception hubs in new hall with only equipment being used by that specific hub available to pupils
 | MM | 1/6/20 onwards |
| 19 | 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 | 1/6/20 onwards |
| 20 | Unable to provide school meals to pupils safely | * Lunchtime Co to provide school packed lunch to pupils who have ordered a lunch
* Lunchtime Co will provide emergency (not pre-ordered) packed lunch if required
* Packed lunches from home in week 1 in disposable packaging
* Staff working at lunch times to wash or sanitise between pupils when assisting with opening packaging for younger pupils.
* Clear routines on using school cutlery such as spoons for yoghurts
* Lunches to be eaten in lunch hubs
 | SD and SLTAll staff | Initial email to Lunchtime Co 15/5/20Measures in place by 1/6/20 |
| 21 | 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 in line with the checks you would normally undertake at the end of the summer period.
* Liaison with PCM
 | SD | By 1/6/20 |
| 22 | 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  | 1/6/20 onwards |
| 22 | Travel | * Parents and staff are encouraged to only travel with members of the same household in each car
 | MM | 1/6/20 and onwards |
| 23 | Deliveries | * Clear advice on dealing with deliveries communicated with office staff
* Dedicated area for deliveries to be left
* Deliveries to be left for 72 hours before dealing with
* If this is not possible, wear gloves to open packages and dispose of of packaging by double bagging and leaving for 72 hours before disposal
 | SD | 1/6/2020 and ongoing |

1. **Staffing/HR and capacity**

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| --- | --- | --- | --- | --- |
|  | **Risk** | **Countermeasure** | **By whom?**  | **By when?** |
| 1 | Unable to staff enough groups of 15 pupils | * Reduce days offered to each class group
* Plans for if a school has to close
* MM has written to parents to explain the possibility of short notice closure of a hub/year group.
* Priority will be given to critical workers then R then Yr1 then Yr6
 | MM in consultation with USP | From 1/6/20 |
| 2 | Unable to staff provision of breaks/lunch for teaching group leaders | * Staggered lunchtimes
* Hubs staffed by 2 members of staff to allow for breaks
* 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 | By 1/6/20 |
| 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. Three members of staff booked onto online training in May
* Trust bank of risk assessments to support these decisions
* Time allocated staff given CPD on personal safety and opportunity for supervision/feedback of any concerns through staff meetings
* Trust well-being line available
* Access to SAS
* Staff support from OM Health and Wellbeing
* FAQs from trust for staff
 | SLT | By 1/6/20 and onwards |
| 4 | Staff not experienced/confident in teaching the groups they are supervising | * Staff aware that they could be re-deployed to meet a need elsewhere in school at any point. Staff allocated in advance to operational needs, reduces the risk of misplacement.
* Clear support/CPD in place
* Support across schools if new to a year group (and no one available in school)
 | MM | From 1/6/20 and onwards |
| 5 | Unable to maintain social distancing for cleaning staff | * Staff clean when children outside – multiple times per day
* Staff clean outside of school hours
* Staff clean daily with deep clean Tuesday and Friday after school. All school staff vigilant around school hygiene.
 | SD | From 1/6/20 and onwards |
| 6 | Infection enters the school site | * Hand washing stations
* Sanitizer available where no or limited access to washing stations
* Limiting number of people entering school
* Admin/Reception areas have screens or are closed
* Staff encouraged to scan identity card to reduce need to touch sign in system
* Signing in electronic system to be wiped after every use – wipes in position.
* Clearly marked areas reinforce where staff and pupils should stand in offices to maintain social distancing
* Entrance to school site limited for key staff only
* Box available outside front of school for correspondence from parents
* No face to face conversations with parents
* Protocols for deliveries to school – signage at the entrance to the school/car park to explain process
* Protocols for staff bringing equipment into school. Staff to follow guidance for equipment in school
 | SD and MM | From 1/6/20 and onwards |
| 7 | Increased risk to vulnerable staff | * Up to date information on staff and pupils in each of the vulnerable categories.
* Follow government guidance.
* Trust bank of model risk assessments
 | SD | From 1/6/20 and onwards |
| 8 | 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
* All of the above to be shared through staff meetings and/or email information
 | MM | From 1/6/20 and onwards |
| 9 | 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. Staff encouraged to use own equipment and clean after every use.
 | All staff | From 1/6/20 and onwards |
| 10 | Staff sharing equipment | * 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.
 | SLT | From 1/6/20 and onwards |
| 11 | Staff PPA increases risk and reduces the impact of social distancing  | * PPA arrangements covered within hub members
* Maintain hubs for pupils outside but with supervision maintain social distance using wider staff
 | SLT | 22/5/20From 1/6/20 and onwards |
| 12 | 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 is in place
 | SLT | From 1/6/20 and onwards |
| 13 | Impact on school development priorities / capacity to achieve priorities | * Adjust current priorities to focus on re-establishing the school’s core business
* Use OKRs to adjust priorities termly
* Seek support from the Trust for identified areas of concern/ weakness
 | SLT | From 1/6/20 and onwards |
| 14 | 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 | From 1/6/20 and onwards |
| 15 | Expectation on typical summer 2 events that are unlikely to be practicable | * Work through Summer calendar of events and make decisions on practicalities
 | SLT | From 1/6/20 and onwards |
| 16 | Staff shielding at home are unable to be utilised | * Staff working from home continue to support those children not attending school using best practice approaches including remote learning platforms following appropriate training.
* Staff are engaged in Teams meetings to ensure contribution to wider school impact and feel part of the team.
* Regular contact from line manager
* Review staff skills to ensure they are able to play an active role where appropriate.
 | SLT | From 1/6/20 and onwards |
| 17 | Unable to support intimate care for reception pupils in a safe manner  | * CPD with effective PPE provided as per guidelines.
 | SLT  | 1/6/20 |
| 18 | Unable to provide wrap around care | * Identify need through parent survey
* What capacity is possible.
* Calculate capacity x staff x space.
* Keep hub groups of wrap around staff
* Limited offer to key worker pupils only
* Vulnerable pupils if capacity
* Offer until 5pm only, no provision of tea for children
 | MM MM with CD | 19/5/20 |
| 19 | Unable to provide lunch supervision particularly for 1-1 pupils | * Maintain hubs outside; but supervise using alternative staff maintain social distance; supervision using hub staff (staggered).
* Risk assessment for each child in this category to review provision where necessary.
* Staff to ensure they carry walkie talkie so that cover can be requested outside in an emergency
 | MM with ABa | From 1/6/20 and onwards22/5/20 and ongoing |
| 20 | 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 | From 1/6/20 and onwards |
| 21 | Ensuring that staff who are in work but have household members shielding, are able to maintain stringent social distancing.  | * Use USP 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 | 22/5/20Ongoing |
| 22 | 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.
* 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 | 22/5/20OngoingOngoing22/5/20 |
| 23 | 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 | Ongoing |
| 24 | Pregnant members of staff | * It is appreciated that staff may usually leave notifications of pregnancy until a later date, however staff should be encouraged to notify their line manager of a pregnancy at an early opportunity to put support measures in place including working from home.
 | All staff | Ongoing |
| 25 | Clothing | * Uniform policy (staff and students) to be amended so that all clothing can be washed after each day (School PE t shirt/fleece/hoody acceptable)
 | MM communicate with staff and parents | 19/5/20 |
| 26 | Track and trace system | * Clear communication with staff and families of anyone sent home with COVID-19 symptoms
* Leaflet for pupils/staff sent home with symptoms
* Short notice closure of hubs a possibility shared with parents if staff are contacted by track and trace told to self-isolate for 14 days
 | MM | 1/6/2020 and ongoing |
| 27 | Part time staff | * Additional staff to cover hub for part of the week must not be part of any other hub
* Additional staff cannot be part of another hub in another school
* Part-time staff working over their above hours in week in school (rota) to take off time in lieu in following week
 | MM | 3/6/2020 and ongoing |
| 28 | Play therapist visits | * To support the wellbeing of a vulnerable pupil agreed weekly visits from the play therapist
* Agreed time
* Therapist to follow hygiene instructions on entry and exit
* School to provide all equipment so nothing being brought onto site
* Equipment only being used by pupil
* Equipment cleaned after each session
* Well ventilated room near entrance with direct access
 | MM | 3/6/20 and ongoing each Wednesday |

1. **Curriculum**

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| --- | --- | --- | --- | --- |
|  | **Risk** | **Countermeasure** | **By whom?**  | **By when?** |
| 1 | Not enough school equipment for one each  | * Purchase more equipment
* All labelled and stored securely (named)
* Toys that are more difficult to clean are removed.
* Toys that children put in their mouth are cleaned between use.
* Soft Toys and dressing up items that can be washed should be washed at 60oC for 10 mins after use or taken out of use if not possible.
 | SDAll staff | 1/6/20ongoing |
| 2 | Children not in school miss out on education | * Staff working at home support remote learning
* Trust approach to support this
* Access to The Oaks National Academy for pupils at home in R, 1 and 6
 | SLT | From 1/6/20 and ongoing |
| 3 | Unable to deliver the full curriculum | * Core curriculum elements identified and delivered
* ‘Secondary’ elements put on a rota and if impractical, noted for consideration during 20-21
 | All staff under clear direction of SLT | From 1/6/20 and ongoing |
| 4 | Significant gaps in learning in all classes as they return | * Use SfA/PIXL to close gaps in English
* Use PiXL to identify gaps in maths and TCC to close gaps
* Subject leaders analyse lost learning and potential impact on cyclical curriculum
* Adjust wider curriculum plans to accommodate lost areas of learning
 | KBZLAll subject leadersSLT | Sept 2020Sept 2020Sept 2020 |
| 5 | Risk of managing five systems  a) R/Y1 Y6 in school b) R/Y1/Y6 at home c) Key workers of Y2-5 in school d) Y2-5 at home receive little educatione) 5 days per week R/Y1/Y6 | * Work to share resources and approaches across the trust to reduce workloads and ensure impact.
* Teachers in school to NOT support home learning in addition to in school learning
* Use of Oaks National Academy online learning
* Staff who are shielding support most vulnerable leaners remotely
* Trust coordinated generic offer for schools to tailor
 | All USP staffAll staffAll staff in school | From 1/6/20 and ongoing |
| 6 | Lack of assessment for learning | * Maximise use of all PIXL assessments
* Use PiXL to identify gaps in maths and TCC to close gaps
* Use Core Team meetings across school to monitor children’s progress
 |  |  |
| 7 | Insufficient staff understanding of children’s emotional needs on return | * Planned CPD from resources from USP
* Resources shared with all staff
 | ASamwaysMM to deliver CPD | 22/5/20 |

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
* Support form Nkt Ac staff to support if required
* Maintain breaks and lunches through hubs if necessary, supervising from distance
 | USPSLT | From 1/6/20 and ongoing |
| 2 | Children aren’t clear on school routines | * Induction video produced by each hub
* Clear system for any accepted movement around the building including one-way systems with clear signage / marking with tape etc.
 | CB, ZL, KBSD | 22/5/20 |
| 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 sanitiser, not sharing equipment
 | CB, ZL, KB | From 1/6/20 and ongoing |
| 4 | Unable to safely use play equipment | * Consider restrictions on play equipment or taking it out of action
 | SLT | From 1/6/20 and ongoing |
| 5 | Children require additional support to follow these measures | * Work with parents by phone
* Use of technology to model (Google meets)
 | ABa | From 1/6/20 and ongoing |
| 6 | No / shortened transition for key year, groups and/ or individuals | * Y6 – liaise with secondary schools to share details of children. Highlight vulnerable anxious children with the view of support being put in place e.g. video chats, by receiving schools.
* YR & Y1 – look at the option of a staggered start when schools re-open
* YR – provide transition information across different media e.g. letters, booklets for children, online webinars/ meet & greets
* Vulnerable – look at option of an earlier start, additional visits
 | KBCB with MMCB with MMABa | 30/6/2030/6/2030/6/2030/6/20 |
| 7 | Behaviours for learning takes time to establish and are challenged by some pupils | * Run a whole-school project for children and teachers to ‘re-connect’
* Adjust class compositions, if necessary, for September, to create a better balance
* Use assemblies to re-establish the school’s rules/codes etc.
* Re-establish expectations and the principles of learning that the school has already in place
 | MM and SLT | From 1/6/20 and ongoing |
| 8 | Attendance is poor | * Remind and work with parents/ carers to quickly re-establish good attendance habits especially
* Regular communication with families
* Inform parents/ carers that the school has been deep cleaned to reduce fears of C-19 infection
 | MM | From 1/6/20 and ongoing |
| 9 | Returning to an unfamiliar setting causes anxiety for pupils – particularly Reception | * Send out photos and video from teacher
 | CB | 22/5/20 |
| 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
* Clear expectations on need for social distancing – work with families and trust if pupil unable to comply
 | SLT | From 1/6/20 and ongoing |
| 11 | Higher than usual numbers of safeguarding disclosures | * Ensure all staff and any volunteers are equipped to receive disclosures and know who and how to pass them on/record them
* Effective use of CPOMs
* CPD on safeguarding expectations and measures
* Supervision for staff if required
 | MMAll staffMMMM to organise | From 1/6/20 and ongoing |
| 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
* CPD resources from USP (Andy Samways)
* Support form OM Health and wellbeing
* Support from ELSA
 | MM and CN | From 1/6/20 and ongoing |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Risk** | **Countermeasure** | **By whom?**  | **By when?** |
| 1 | Children with SEND do not have needs met | * Risk assessment on meeting the needs of children with SEND
 | ABa | 22/5/20 |
| 2 | Children have suffered trauma, both in existing challenging situations known to the school, or new situations previously unknown to the school | * Access resources provided by OM, Thrive, TISUK etc.
* Utilise Thrive practitioners, ELSAs to support individual and small groups of children affected
* Deliver trauma informed sessions for parents / carers so they can support their children at home
 | ABa and CN | From 1/6/20 and ongoing |