

**Company name: John Taylor MAT** **Assessment carried out by** **Thomas Russell Infants’ School**

## **Date of next review**: **Weekly**

## **Date assessment was carried out:**

## **7.07.20 for full opening on 01/09/20**

## **UPDATED SEPTEMBER 10TH 2020**

## **UPDATED NOVEMBER 1st 2020 (amends in blue)**

## **UPDATED JANUARY 2nd 2021 (amends in green) in light of the new variant of the Coronavirus and national lock down**

**UPDATED FEBRUARY 22nd 2021 (amends in purple) in light of full school reopening on March 8th 2021**

**UPDATED June 14th 2021 (amends in orange) in light of new government guidance in preparation for restrictions in England being lifted**

**UPDATED JULY 18th 2021 in light of Stage 4 Dfe Guidance for schools- in preparation for September 2021**

## This plan follows the format of the HSE Risk assessment form and assesses risk and our solutions for mitigation of risk as well as management of our return plan and has been has been taken from:

Opening school September 2020

- https://[www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools](http://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools)

- Coronavirus (COVID-19): implementing protective measures in education and childcare setting

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

* Opening schools for more children and young people: initial planning framework for schools in England

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england>

* What parents and carers need to know about schools and other education settings during the coronavirus outbreak

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>

* Planning Guide for Primary Schools

https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools

From Jan 21

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963491/COVID-19_Response_-_Spring_2021.pdf>

**Please read in conjunction with our Corona Virus RETURN Action Plan and management of risk and recovery plan.**

**If the risk owners are the Co- Headteachers (Co-HT) the contingency in their absence is the Deputy headteacher (DHT)**

| What are the hazards? | Risk rating prior to action  (H/M/L) | Control measures | | In place?  (Yes/No) | What further action do you need to take to control the risks? | Residual risk rating  (H/M/L) |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Establishing a systematic process of full opening, including social distancing of staff – Risk owner – Co-HTs** | | | | | | |
| 1.1 Arrangements of ‘bubbles’ for children and adults | | | | | | |
| Available staffing capacity of the school is reduced when social distancing guidelines are applied to staff | H | * Children are to remain in a class size bubble- no more than 30 children in each. * Staff will be in year group bubbles. * Agreed new timetable and staffing arrangements confirmed for each year group and staff bubbles.   FROM SEPT 21ST YEAR GROUP BUBBLES OF CHILDREN  Original year group bubbles to continue  **Staff called for their vaccine in school hours to be permitted to attend and other bubble staff to cover as needed**  **Staff are now permitted to cross bubbles to teach as long as a LFT is negative, this currently happens with 1 teacher only**  **Risk of extended activities with parent volunteers or outside visitors**  **NO bubbles in school from Sept 1st.**  **Children and staff can mix within school and on the playground** | Y  Y  Y  Y | | -ensure staff understand year group staff bubbles communicated with them.  - Plan for staff absence  -Dynamically manage staffing based on absences.  Allows for lunches in hall together and plays and breaks as well as hall time in year groups- planning to reflect this  Ascertain if any staff will exercise their right to follow union advice and work from home.  **Ensure LTS is always recorded with the office the day of crossing bubbles**  **Separate risk assessments to be written for events involving more adults than school staff, such as sports afternoon, seaside day in year 1, new reception parents and children visiting, any other visitors in school.**  **All additional people to follow our procedures, hand sanitising, wearing masks, social distancing, track and trace info collected.**  **Separate RAs still to be completed for specific activities** | M  L |
| 1.2 Organisation of teaching spaces | | | | | | |
| Classroom spaces to be considered- how best to organise desks and chairs | H | * Size of each classroom reviewed * KS1 Classrooms re-modelled, with chairs and desks arranged front facing with space for adults to safely circulate. * Spare furniture not needed removed from rooms and stored in class 2M * Clear signage displayed in classrooms promoting social distancing for adults * Classes stay together with their teacher/TAs and do not mix with other children or staff. * RECEPTION CLASSROOM with only 2 main teaching tables where children will sit, no front facing tables * Children within KS1 can be moved to a new ‘learning space’ within their room if it is deemed more appropriate for them, once the new space has been cleaned using anti bac spray. The desk and chair space they leave must also be cleaned in the same way.   **Tables and chairs and all learning spaces can be organised face to face, in groups and to the teachers wishes** | | Y  Y  Y  Y  Y  Y  Y | * Ensure all staff have the new staffing timetable and class organisation instructions now and a reminder on 1st September. * Classrooms cannot be remodelled until after July 17th due to every room being used at the moment. * New signage (school made) to be created | M  L |
| Hall space to be used for staff meetings/PE/meetings with parents if necessary/Lunch organisation (although not eating) | H | * Large gatherings prohibited. * Design layout and arrangements of tables in place to enable staff to social distance when meeting or gathering in the space to collect lunches. * EATING IN YEAR GROUP BUBBLES IN THE HALL FROM SEPT 21ST-rota to be made for each year group to have clear times and space for eating * The hall is only used for children’s lunches, class PE lessons, class music lessons and meetings between a teacher/headteacher and up to 2 parents if the meeting cannot be conducted virtually or will be deemed more effective to be face to face. * Hall used for no meetings other than safeguarding/police * **Hall now used with procedures in place and doors open for staff meetings, if required**   **Hall to be used for mixed bubble eating at lunch time- no need to wash down table between year groups.**  **Hall to be used for all and any curriculum lessons.**  **Hall to be used for year group assemblies –NO whole school assemblies for the 1st month.**  **Hall can be used when empty for meetings with parents due to the extra space and ventilation** | | Y  Y | * Communication of rules and expectations and subsequent monitoring to staff   Kitchen staff agreed to put out and clean tables for use  **Ensure tables and chairs are cleaned down after use**  **Ensure all staff are clear about lunch time arrangements** | M  L |
| 1.3 Availability of staff | | | | | | |
| The number of lunch time supervisors/TAs may not be enough to cover bubbles safely. | H | * The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. * Plans in place to use an additional LTS if needed. * Plans in place to utilise TAs and/or supply for cover if needed. * LTS to cover two classes in the same bubble if needed * This is an area of concern for us as we have 1 LTS on long term absence. We are recruiting to fill the role but if one cannot be found year 2 will need to be managed by 1 LTS from the year 2 double classroom- this will mean class staff taking the children there prior to 12 o’clock and collecting them at 1.15pm. * LTS from other bubbles should NOT be asked to cover * **LTS numbers are now stable and safe**   **No bubbles so LTS can swap around if needed** | | Y  Y  Y  Y | * Standby SLT to cover if LTSs are off sick * Staff health list updated * Copies of this RA and action plan list available for any supply in the front office from September | M  L |
| 1.4 Attendance | | | | | | |
| The concerns we know some parents have may result in non-attendance for some children | H | * Incentives and reassurances from now, including letters to parents and messages to children to encouraged and foster trust. * Daily attendance monitoring by office staff and Co-Heads * Calls home by 9.30am if children are not in school by office staff for most children but by Co-Heads in the couple of cases we are concerned about attendance with * Offer to parents to visit school with the child prior to September so they can see the measures put in place   **Continue to monitor and work with attendance intervention officer any child/family who has Covid related absence** | | Y  Y | * Communicate this information with office staff and parents in our ‘Return to school letter’ sent to parents 8/7/20 | L |
| Concerns at missed learning/missed learning if children are required to stay at home |  | * FROM SEPT 14TH all maths and English lessons plus 2 other subjects should be put on SeeSaw by teachers weekly. These won’t be accessible to parents unless a child is absent (with Covid related absence) where the materials will be released to them and parents informed (via a letter emailed from the office) * From the end of October our remote learning policy is on the school website, parents are receiving regular reminders about the importance of SeeSaw and tapestry for homework and home learning (should a bubble burst) * Live learning sessions are delivered to all children if a bubble bursts and children must stay at home. This is not available for children whose parents choose to keep them at home.   **Any child absent with covid related absence will receive work set on Seesaw or Tapestry** | | Y |  | L |
| 1.5 The school day | | | | | | |
| The start and end of the school day create risks of breaching social distancing guidelines for children and adults | H | * Pick up and drop off times are staggered. * The number of entrances and exits to be used is maximised * Different entrances/exits are used for different groups * Staff and children are briefed and signage provided to identify which entrances, exits and circulation routes to use. * A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. * Floor markings are visible where it is necessary to manage any queuing. * SEPT 8TH 1 parent of site reminder signs placed on entrances   From October all adults have been asked to wear face coverings when bringing children to and from school or entering the main entrance are.  From January parents are asked to wear visors if they are medically exempt from wearing masks.  Parents are asked to communicate with teachers via email to the office and not face to face  From March 8th staggered timings will be reinstated ensuring groups of children and adults arrive and leave the school site at different times of the day  **From June 7th some bubbles changed timings coming into school to aid most effective teaching- risk of adults on site has been considered.**  **All children to begin entering school via front gates between 8.45am and 9am, all children to be collected from the playgrounds at 3.15pm NO parents to enter the buildings.**  **No 1 - way system in place, parents to be mindful of numbers on site and travel around with courtesy.**  **All parents/carers to be asked to continue wearing face coverings when on site** | | Y  Y  Y  Y  Y  Y  Y  Y | * Communication of rules and expectations and subsequent monitoring.   Reminder of rules to parents on newsletter and emails prior to the changes (as well as regularly **as a matter of cause)**  **Parents reminded about this at the end and start of terms.** | M  M  M |
| 1.6 Planning movement around the school | | | | | | |
| Movement around the school risks breaching social distancing guidelines between bubbles | H | * Circulation plans and timings for toilet usage, break and lunch times and corridor movement have been reviewed and revised signage will be in place. * Pinch points and bottle necks are identified and managed accordingly. * Movement of children around school is minimised as much as possible, with children and staff staying in classrooms. * Children are regularly briefed regarding observing social distancing guidance between bubbles. * Appropriate duty rota and levels of supervision are in place. * Staff to be able to wear face masks when moving around the school if wanted * Staff now SHOULD wear face coverings when travelling around the school building if and when social distancing cannot be guaranteed.   **Staff and visitors are asked to consider wearing face coverings while travelling around the school site, corridors and busy areas/times.**  **Visitors told of our expectations on entry to school** | | Y  Y  Y  Y  Y  Y  Y  Y | – Communication of rules and expectations and subsequent monitoring.   * Timings of movement clear and staggered   **New signage for the front of school showing our expectations** | L |
| 1.7 Curriculum organisation | | | | | | |
| Children will be starting in September at various different stages of learning | H | * Quality first planning and teaching in place from day 1. * Gaps in learning are assessed through teaching and addressed in teachers’ subsequent planning. * Maths and English advice shared by subjects leads to all teachers using external advice from NCTEM, White Rose and other recognised bodies. * Plans for intervention and catch up will be put in place for those children who have fallen behind in their learning. * EYs staff to contact nurseries regarding new starters Sept 2021 to begin conversation about attendance levels/development and transition to school   **The new school year will see the full curriculum being taught** | | Y  Y | * Communication of expectations and subsequent monitoring. | M  L |
| Concerns around catch up funding and fair use of monies | M | * Additional Intervention groups and planned support using gaps in attainment and ongoing teacher assessments to determine those most in need. * Plans for Jan 21 which were put on hold due to national lockdown to be resumed fully from March 8th   **Funding to be used to address gaps after teacher assessment in July and Sept 21** | | Y | * Continue monitoring outcome | L |
| 1.8 Staff workspaces | | | | | | |
| Staff rooms and offices do not allow for observation of social distancing guidelines | H | * Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. * The hall will be used for a staff working space and a staff room at lunch time. * Staff have been briefed on the use of these rooms. * FROM SEPT 21ST THE HALL WILL BE FOR CHILDREN’S LUNCHES ONLY, STAFF WILL REVERT TO CLASSROOMS, THE STAFF ROOM AND THE QUIET ROOM IN YEAR GROUP BUBBLES * Staff room chairs to be rearranged to create space, to enable staff making drinks and using the fridge to be safe and socially distanced from others * **Staff room used for PPA by 1 year group at a time**   **Staff room can be used for eating at lunch time if staff are comfortable with that arrangements. Furniture to be arranged back to pre-covid and no restrictions on numbers. This will be reviewed after staff feedback.**  **The staff room can be used for PPA across year groups with no need to sanitise in between** | | Y  Y | * Communication of expectations and subsequent monitoring.   **Get staff feedback prior to September** | M/L  M |
| 1.9 Managing the school lifecycle | | | | | | |
| Limited Autumn term calendared activities and events affecting the offer we offer our children and parents. | M | * School calendar for all autumn term- all events considered. * Alternative arrangements in place for parents evening, curriculum evenings for parents and the range of assemblies we would normally offer in person. * Teachers to contact venues where trips had been booked/pre-booked to seek advice and potential rearrangement. * Staffing timetables, PPA timetable completed. * School improvement plans developed. * SEFs updated in the light of school changes. * Pupil and sports premium reports completed and uploaded. * Performance review 2020 considerations planned * CPD for 2020 planned. * Curriculum and timetable for September 2020 completed. * 23rd October INSET day saw the planning by staff of events and activities for the rest of the term ensuring children had the best educational experiences as possible. New ways of learning and experiencing things have been planned into the curriculum and the wider school offer. * **Currently waiting for government guidance before planning for the new school year**   **School calendar to be reviewed weekly in light of guidance. The 1st 2 assemblies, Harvest and reception parents sing along to be postponed until nearer the October dates for a decision.**  **All trips and activities out of school can be planned and risk assessed for the new year. Staff to talk with heads once the RA has been considered.** | | To be completed by July 17th  Y | **To share with all staff**  **Look at local guidance in September 21** | L  M |
| Children moving into our school in reception will not have visited school | H | * A staggered start to their school journey will in be in place including sessions for parents to stay and play in school in small socially distanced (for adults)groups. * Careful consideration to the learning and play areas in school and the curriculum organisation to allow for settling. * Introduction of Tapestry early and several comprehensive letters, zoom meetings and phone calls have happened over the summer term to alleviate this problem and these will continue for as long as needed.   **June 21- zoom meeting for parents has taken place, school visit in groups of 15 are planned for July**  **Children have had 1 visit and will start on a short part time basis with 1 stay and play for parents in week 1** | | Y  Y  Y  Y | The quad area has been designed as a new 2nd outdoor learning space for reception to maximise space, complete this area.. | L  L |
| 1.10 Governance and policy | | | | | | |
| Governors are not fully informed or involved in making key decisions | H | * Governors meetings to revert back to being in school, in the hall, socially distanced with handwashing and instruction in place.   FROM 11TH SEPT GOVS MEETINGS TO BE ON TEAMS TILL FURTHER NOTICE- MAT WIDE DECISION   * All paper work placed on the portal mitigating the need to circulate papers at the meeting. * Governors are briefed regularly on the latest government guidance and its implications for the school. * Link governor meetings are taking place virtually on TEAMS ensuring governors are regularly up to date with their link staff and subject areas.   **Governor meetings to take place in person using the hall due to space and ventilation.**  **Link governor meetings can take place on TEAMS if easier for both parties.**  **Governor visits can take place in school in accordance with our school guidance** | | Y  Y  Y  Y | * Ensure weekly update emails are sent to governors in between meetings | L  L |
| 1.11 Policy review | | | | | | |
| Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances | H | * All relevant policies have been revised to take account of government guidance on social distancing for adults and COVID-19 and its implications for the school. * Staff, children, parents and governors have been briefed accordingly.   **NO change- all relevant policies consider Covid implications**  **Behaviour policy amended back to pre covid** | | Y  Y | * Communication with Governors and staff and families where necessary of changes made. | L |
| 1.12 Communication strategy | | | | | | |
| In the case of  A local lockdown or second spike Key stakeholders are not fully informed about any changes to policies and procedures due to COVID-19, resulting in risks to health | M | * Communications strategies for the following groups are in place: * Staff * Children * Parents * Governors * JTMAT * Local authority/Regional Schools Commissioner / Professional associations * **Stakeholder communication as follows**   **Staff- email/staffroom white board, shared staff area and meetings**  **Parents- email, parent texts, tapestry. Seesaw, website**  **Governors – Email and JTMAT governors portal**  **Children- through teachers and assemblies**  **JTMAT- MAT emails and govs portal** | | Y  Y  Y  Y  U  Y where relevant  Y | Monitoring and checks of all groups communicated with. | L |
| 1.13 Staff induction and CPD | | | | | | |
| Staff are not trained in new procedures, leading to risks to health | H | * A clear staff information document of expectations and changes provided prior to opening. * Induction and CPD programmes are in operation for all staff prior to reopening, and include: * Infection control * Fire safety and evacuation procedures * Constructive behaviour management * Safeguarding * Risk management   **All staff on site 1st September for full induction about Covid changes/expectations** | | Y  Y  Y  Y  Y  Y | * Plans sent to staff with good time and clarity on actions and rules/expectations. * Inset day September 1st reiterate expectations | L |
| New staff are not aware of policies and procedures prior to starting at the school when it reopens | H | * Induction programmes are in place for all new staff – either online or in-school – prior to them starting. * The revised plans are issued to all new staff prior to them starting.   **As above** | | Y  Y | No new staff starting in September but we have a SCITT trainee teacher that this will apply to. | L  L |
| 1.14 Risk assessments | | | | | | |
| Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance. | H | * Risk assessments are updated or undertaken before the September and mitigation strategies are put in place and communicated to staff covering: * Different areas of the school * When children enter and leave school * During movement around school * During break and lunch times * Delivering aspects of the curriculum / provision where shared equipment is used – ensuring bubbles have their own equipment, toys etc. and they remain with that group.   **Pregnancy Risk assessment deployed**  **Additional adults on site risk assessment deployed**  **No social distancing guidance to consider, however hygiene expectations for all children and staff are in place- children will wash hands at the start of each day and before eating fruit and break. The LTSs will instruct handwashing before they eat.**  **When the children come in after break and lunch they will use hand sanitiser as a matter of good hand hygiene** | | Y  Y  Y  Y  Y  Y  Y | Communication of expectations and subsequent monitoring.  Ensure bubbles are self-sufficient and revaluate tasks if necessary. | L  L |
|  | | | | | | |
| 1. **Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19 - Risk owner – Co-HTs** | | | | | | |
| 2.1 Cleaning | | | | | | |
| Cleaning capacity and roles of all staff is not understood or adhered to. | H | * Pre-Covid-19 cleaning plan in place from Chartwells- daily cleaning by 2 cleaners * Class staff to clean resources and toys each day and in between usage using Milton and cold water and Anti-bac spray for tables and surfaces * An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.   **No additional cleaning required- usual morning cleaning routine only** | | Y  Y  Y  Y | Communicated with staff now and in September  Communicated with Chartwells | M  L |
| 2.2 Hygiene and handwashing | | | | | | |
| Inadequate supplies of soap and hand sanitiser mean that children and staff do not wash their hands with sufficient frequency |  | * An audit of handwashing supplies is undertaken weekly by office staff and supplies bought as necessary to ensure nothing runs out. * Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.   **Continue as above- office staff to keep up to date with orders** | | Y  Y | Orders already completed., keep up to date | L |
| Children forget to wash their hands regularly and frequently | H | * Staff training includes the need to remind children of the need to wash their hands regularly and frequently. * Posters reinforce the need to wash hands regularly and frequently. * School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.   All children and staff should wash hands with soap and water when   * Entering school each day * After each break time * Before and after eating   **Children to was hands coming into school, before eating snack and lunch.**  **Children to use sanitiser after break and lunch** | | Y  Y  Y |  | L  L |
| 2.3 Clothing/fabric | | | | | | |
| Not wearing clean clothes each day may increase the risk of the virus spreading | H | * Full school uniform for children and appropriate dress for all staff to be worn. * Reminder about regular washing of clothing. * Expectations and guidance are communicated to parents.   **Full school uniform- PE kit worn to school on PE days and no additional reminders about washing** | | Y  Y | - | L |
| The use of fabric chairs may increase the risk of the virus spreading | H | * Take fabric chairs out of use where possible. * Where that is not possible then ensure chairs are limited to single person use.   **All fabric chairs can now be used** | | Y  Y |  | L  L |
| 2.4 Testing and managing symptoms | | | | | | |
| Testing is not used effectively to help manage staffing levels and support staff wellbeing | H | * Guidance on test and trace has been published. * The guidance has been explained to staff as part of the induction process. * Post-testing support is available for staff through the school’s health provider. * FROM SEPT 14TH LOCAL ARRANGEMENTS FOR TESTING TO BE FOLLOWED, DAILY UPDATES FROM STAFF COUNTY COUNCIL   All staff to be encouraged to self-test using lateral flow testing kits prior to them coming into school (every 2 days if full time)  **Any student/visitor in for the day, supply teacher are offered a LFT**  **No staff testing or reporting over the 6 weeks holiday- staff to resume LFTs prior to coming to school in September 1st and thereafter twice a week and report top school office** | | Y  Y  Y  Y | - | M  L |
| Infection transmission within school due to staff/children (or members of their household) displaying symptoms | H | * Robust collection and monitoring of absence data, including tracking return to school dates, is in place. * Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and children and appropriate action, in line with government guidance, should the tests prove positive or negative. * Children, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply. * A record of any COVID-19 symptoms in staff or children is reported to the trust and local authority. * A record book is kept in the office of all children and staff who have….   1. Been off with symptoms- the dates of their test, when it came back, the result and their return to school date.  2. Been off isolating due to a household member being tested or testing positive. This is checked by the headteacher on duty each day.  The local situation in Barton and surrounding areas is watched carefully by senior leaders.  Office staff email heads and class teachers daily if and when children are absent with covid related absence  All school staff test themselves using LFT kits and have been doing so since February. All results are collated by office staff and positives cases follow the normal procedures.  **All staff testing twice a week from August 31st- all parents reporting children displaying symptoms, having a LFT or a PCR test and/or any positive case in a child or household member** | | Y  Y  Y  Y  Y | * Clear in our Covid plan. Communication and monitoring. | M  L |
| Staff, children and parents are not aware of the school’s procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 | L | * Staff, children and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. * This guidance has been explained to staff and children as part of the induction process. * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. * A reminder on newsletter each week   **Continue sharing school expectations on the weekly newsletter** | | Y  Y  Y | Regular reminders | L  L  L |
| Staff, children and parents are not aware of the school’s procedures should there be a confirmed case of COVID-19 in the school | L | * Staff, children and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. * This guidance has been explained to staff and children as part of the induction process. * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.   **As above** | | Y  Y  Y |  | L  L |
| 2.5 Medical rooms | | | | | | |
| Medical rooms are not adequately equipped or configured to maintain infection control | H | * The Rainbow Room at the front of school is designated for children with suspected COVID-19 whilst collection is arranged. * Procedures are in place for this room to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. The disabled toilet to be used by anyone with symptoms while waiting to go home. Cleaners to deep clean before opening the toilet again.   **As above- room to be sanitised down after a suspected case has been in there and can be used for teaching immediately afterwards.** | | Y  Y  Y | Room needs to be prepared | M |
| 2.6 Communication with parents | | | | | | |
| Parents and carers are not fully informed of the health and safety requirements for the reopening of the school | M | * As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school’s expectations on a weekly basis using a range of communication tools. * A COVID-19 section on the school website and newsletter is created and updated. * Parent and pupil rules and expectations information provided. * For March 8th reopening parents will receive comprehensive plans and documents emailed to them by the end of 26th Feb   **Full details to be emailed to parents on Tuesday 20th July regarding September 21** | | Y  Y  Y  Y |  | L  L |
| Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19 | H | * Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school’s website.   **As above- regular reminders of parents responsibility should their child show symptoms** | | Y  Y | Regular reminders. | L |
| Parents and staff may not be clear about procedures if a child or member of staff were to fall ill and/or to test positive | H | * Clear guidance sent to all families and staff with procedures for what happens when a member of a group falls ill/confirmed as having Covid-19   **As above** | | Y |  | L |
| 2.7 Personal Protective Equipment (PPE) | | | | | | |
| Provision of PPE for staff where required is not in line with government guidelines | M | * Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. * Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. * Staff are reminded that wearing of gloves is not a substitute for good handwashing. * Staff can wear any PPE throughout the day if it helps them feel safer   **PPE will still be available and easy to access should staff wish to wear it** | | Y  Y  Y | Gloves, aprons, masks and Face shields are all available in multiples in school and clearly accessible to all staff, remind staff of this.  Communication and monitoring. | L  L |
| 1. **Maximising social distancing measures between bubbles - Risk owner – Co-HTs** | | | | | | |
| 3.1 Pupil behaviour | | | | | | |
| Children’ behaviour on return to school does not comply with social distancing guidance | H | * Clear messaging to children on the importance and reasons for social distancing between bubbles is reinforced throughout the school day by staff and through posters, and floor markings. For young children this is done through age-appropriate methods such as stories and games. * Staff model social distancing consistently. * The movement of children around the school is minimised. * Large gatherings are avoided. * Break times and lunch times are staggered and structured to support social distancing between bubbles and are closely supervised. * The school’s behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, children and parents. * Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. * Messages to parents reinforce the importance of social distancing between children on the way to and from school. * Reminder to all children on January 5th of all safety measures * On full return on March 8th each class bubble to spend time together talking about the arrangements and expectations while in school, the reasons behind them and the importance of all doing the right thing.   **No social distancing between children means children’s behaviour will be expected to follow school guidelines** | | Y  Y  Y  Y  Y  Y  Y | . | L  L |
| 3.2 Classrooms and teaching spaces | | | | | | |
| The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures for adults | H | * Classroom spaces have been reviewed and all staff confident furniture can be arranged to ensure staff can be 2 metres away from children and each other. * Arrangements are reviewed regularly. * Staff in each classroom space to be mindful of socially distancing from adults in the room   **No social distancing means classrooms can be arranged as the teacher wishes, carpet spaces, grouped table and no need for rows** | | Y  Y  Y |  | L  L |
| 3.3 Movement in corridors | | | | | | |
| Social distancing guidance is breached when children circulate in corridors | H | * Circulation plans have been reviewed and amended. * Any pinch points/bottle necks are identified and managed accordingly. * The movement of children around school is minimised as much as possible. * Where possible, children stay in classrooms * Children are briefed regularly regarding observing social distancing between bubbles whilst circulating. * Appropriate supervision levels are in place.   **No social distancing means no corridor guidelines** | | Y  Y  Y  Y  Y  Y |  | M  L |
| 3.4 Break times | | | | | | |
| Children may not observe social distancing at break times | H | * Break times are staggered. * External areas are designated for different groups. * Children are reminded about social distancing as break times begin. * Supervision levels have been enhanced, to support social distancing between bubbles around break and lunch times and regular use of toilets.   **No social distancing means no staggered break/lunch times- classes can all play together** | | Y  Y  Y  Y |  | M  L |
| 3.5 Lunch times | | | | | | |
| Children may not observe social distancing at lunch times | H | * Staggered lunches. * Packed lunches only – limits use of cutlery, movement etc. These are to be prepared in our kitchen by Mellors or brought in from home. * FROM SEPT 21ST HOT DINNERS WILL BE PROVIDED TO YEAR GROUP BUBBLES IN THE HALL. * Children are reminded about social distancing between bubbles as lunch times begin. * Children wash their hands before and after eating. * Guidance has been issued to parents and children on packed lunches (e.g. the use of disposable bags instead of lunch boxes). * Eating areas are cleaned after lunch.   **No social distancing means no staggered lunch times- children will rota through with no sanitising between classes** | | Y  Y  Y  Y  Y |  | M  L |
| 3.6 Toilets | | | | | | |
| Queues for toilets and handwashing risk non-compliance with social distancing measures | H | * Queuing zones for toilets and hand washing have been established and are monitored. Designated toilets provided for each bubble. * Children know that they can only use the toilet one at a time. * Children are encouraged to access the toilet during class/throughout the day to help avoid queues. * The toilets are cleaned frequently. * Monitoring ensures a constant supply of soap and paper towels. * Bins are emptied regularly * Children are reminded regularly on how to wash hands and young children are supervised in doing so.   **No social distancing or bubbles means toilets will be used as pre covid - 1 full set for reception and the long corridor set for year 1 and 2** | | Y  Y  Y  Y  Y  Y  Y |  | L  L |
| 3.7 Reception area | | | | | | |
| Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines | L | * Minimise visitors allowed into the school building (contractual services such as PAT testing, fire alarm testing etc) * Social distancing points are clearly set out, using floor markings, if visitors do come to the main entrance. * Office staff to open window hatch and step back before speaking to any visitor. * SEPT 10TH OFFICE STAFF NOT OPENING THE HATCH BUT SPEAKING THROUGH IT FOR PROTECTION * Non-essential deliveries and visitors to school are minimised. * No parents on the premises. * Parents reminded in letters and newsletter * Parents reminded about the need to NOT visit reception if they can email or call instead   **Office staff to open glass hatch when speaking to visitors wearing a mask if they prefer, Parents reminded they can communicate via email or phone if they do visit school to wait their turn at the hatch and not expect to be invited into the school building.** | | Y  Y  Y  Y  Y  Y |  | L |
| 3.8 Arrival and departure from school | | | | | | |
| Children and parents congregate at exits and entrances, making social distancing between bubbles difficult to apply | H | * Start and finish times are staggered. * Families with more than 1 child will be allowed into school at 1 time and not asked to wait around to minimise people on site. * The use of available entrances and exits is maximised. * Weekly messages to parents stress the need for social distancing at arrival and departure times.   **No bubbles so no staggered start and end times- children to enter school from 8.45 to 9am and leave at 3.15pm** | | Y  Y  Y  Y | * Signage to be created | L  L |
| 3.9 Staff areas | | | | | | |
| The configuration of staff rooms and offices makes compliance with social distancing measures problematic | Y | * Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff. * Staff meetings mainly happening virtually now or via staff memos. Where face to face meetings are taking place staff are spilt between rooms to allow for effective social distancing. * Staff meetings all virtual unless within year group bubbles   **No social distancing or bubbles means all rooms can be used by all staff- staff to consider the number of staff using the room prior to entering** | | Y  Y |  | L |
| 1. **Continuing enhanced protection for children and staff with underlying health conditions - Risk owner –Co-HTs** | | | | | | |
| 4.1 Children with underlying health issues/EHCPs | | | | | | |
| Children with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them | H | * Parents have been provided with clear guidance and this is reinforced on a regular basis. * Parents have been asked to make the school aware of children’ underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. * The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. * Schools have a regularly updated register of children with underlying health conditions. * 2 children with EHCPs to remain in a specified classroom and not to be moved between 2 rooms as was the original plan.   **All children who are ECV to attend school- specific bespoke RA to be created if needed and shared with parents and staff** | | Y  Y  Y  Y  Y |  | L  L |
| 4.2 Staff with underlying health issues | | | | | | |
| Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them | H | * All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. * Members of staff with underlying health conditions have been asked to seek and act on the advice of current government advice and will work from school from September 1stas per government advice. * Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.   **All staff who are ECV to attend school- specific bespoke RA to be created if needed and shared with member of staff.**  **Where they can work from home school to offer this.** | | Y  Y  Y |  | L  L |
| 1. **Enhancing mental health support for children and staff - Risk owner – Co-HTs** | | | | | | |
| 5.1 Mental health concerns – children | | | | | | |
| Children’ mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general | H | * There are sufficient numbers of trained staff available to support children with mental health issues. * There is access to designated staff for all children who wish to talk to someone about wellbeing/mental health. * Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger children to help talk about feelings). * Resources/websites to support the mental health of children are provided.   **Wellbeing of children monitored through adult support and classroom time. Boxall profile and early help referrals done in conjunction with parents and appropriate support put in place** | | Y  Y  Y  Y |  | L |
| 5.2 Mental health concerns – staff | | | | | | |
| The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general | H | * Staff are encouraged to focus on their wellbeing. * SLT are proactive in discussing wellbeing with the staff that they manage, including their workload. * Staff briefings and training have included content on wellbeing. * Staff have been signposted to useful websites and resources.   **Wellbeing and mental health to be monitored closely by mental health 1st aiders in school as well as colleagues to colleagues. Open door policy, signposting to support agencies etc all high profile.**  **Everyone active health checks offered to all staff in July 21** | | Y  Y  Y  Y |  | M  L |
| 5.3 Bereavement support | | | | | | |
| Children and staff are grieving because of loss of friends or family | H | * The school has access to trained staff who can deliver bereavement counselling and support. * Support is requested from other organisations when necessary.   **As above** | | Y  When applicable |  | M |
| **6.** **Operational issues - Risk owner – Co-HTs** | | | | | | |
| 6.1 Review of fire procedures | | | | | | |
| Fire procedures are not appropriate to cover new arrangements | H | * Fire procedures have been reviewed and revised where required, due to: * Social distancing rules between bubbles during evacuation and at muster points * Possible need for additional muster point(s) to enable social distancing where possible * Staff and children have been briefed on any new evacuation procedures.   **All fire procedures are fit for purpose, they involve all staff and children and no social distancing or bubbles** | | Y  Y  Y  Y  Y |  | L  L |
| Fire evacuation drills - unable to apply social distancing effectively | H | * Plans for fire evacuation drills are in place which are in line with social distancing measures.   **No social distancing means fire evacuation procedures are as pre covid** | | Y |  | L |
| 6.2 Contractors working on the school site | | | | | | |
| Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control | H | * Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. * An assessment has been carried out to see if any additional control measures are required to keep staff, children and contractors safe. * Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. * Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/children are kept apart. * Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. * In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).   **NO work contracted for the start of term- if it is the above measures will be put in place** | | No contracted work planned  Y  Y  Y |  | L |
| 1. **Finance - Risk owner – Co-HTs** | | | | | | |
| 7.1 Costs of the school’s response to COVID-19 | | | | | | |
| The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties | H | * Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. * Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. * Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. * Additional sources of income are under exploration. * The school’s projected financial position has been shared with governors and Trust. * Catch up funding being planned from after October half term   **No further costs envisaged** | | Y  Y  Y  Y |  | M  L |
| 1. **Governance - Risk owner – Co-HTs** | | | | | | |
| 8.1 Oversight of the governing body | | | | | | |
| Lack of Governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements. | M | * The governing body continues to meet regularly in person from September * The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. * The Headteachers / Business managers report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school’s response to COVID-19. * Minutes of governing body meetings are reviewed to ensure that they accurately record governors’ oversight and holding leaders to account for areas of statutory responsibility. * Governors will engage with the School Representation Group of the Trust * Trust documents and CST updates will be shared with them. * Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place   **Local Governing Board have Covid response, Risk Assessment and impact on learning and standards on every governor meeting agenda - this will continue in Sept in the Heads reports** | | Y  Y  Y  Y  Y  Y |  | M  L |

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Line Manager- Mike Donoghue

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