

JPCE RISK ASSESSMENT



Version 20

Jennett's Park

Current Iteration 13.5.21 to be updated regularly



We want to serve the common good in our community so that children can live life in all its fullness. We know that many parents will lose their jobs and income if we do not support them. There are life long implications for the lost learning and emotional impact for this crisis.

The new main source of information is

[Actions for schools during the coronavirus outbreak - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/coronavirus/coronavirus-actions-for-schools)

We are moving to Phase 3 of reopening on 17th May

Our goal continues to be:

The well-being and safety of both our children and staff both physically and mentally as we do this is, of course, our highest priority.

We've developed this risk assessment to be fully compliant with government guidance, but also that on a number key points we will be tougher on ourselves.

The key principles that underpin advice our curriculum planning are as follows:

Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital the need to succeed in life.

The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects.

Essential measures include:

- a requirement that people who are ill stay at home
- use of face coverings in classrooms for secondary age pupils and staff
- robust hand and respiratory hygiene
- enhanced cleaning and ventilation arrangements
- The wearing of appropriate PPE where necessary
- Promotion and engagement in asymptomatic testing
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable

Safety tests-

1. Work with national guidance
2. Operate a full time offer in line with guidance
3. Add to the safety of the environment through changing the classroom layout, staggering break times and putting one-way circulation routes in place wherever possible, as well as ensuring that our children spend the whole day in their classes
4. Make certain that no staff or children attend if they have symptoms of coronavirus, or live in a household with anyone who has coronavirus symptoms, or with anyone who is shielding.
5. Guarantee adequate supplies of soap, alcohol hand rub or sanitiser, detergent and disinfectant as well as personal protective equipment (PPE) (including adequate supplies of surgical masks with eye protection and disposable aprons) for adults and children who require it.
6. Ensure that if a child becomes unwell with Covid-19 symptoms while at school and needs direct personal care until they can return home, the appropriate PPE is worn by the supervising adult.

7 Operate longer drop-off and collection times for children, but with no limit of parents at the school gates to minimise adult contact within the school.

8 Ensure that hands are washed thoroughly for 20 seconds with running water and soap (or alcohol hand rub or sanitiser if soap is not available) and then dried, including on arrival, before and after eating, after coughing or sneezing and after using the toilet.

9 Promote the "Catch it. Bin it. Kill it" approach to good respiratory hygiene.

10. Clean regularly all frequently touched surfaces using detergents and disinfectant.

11. Ensure that health and safety is discussed in every Inclusion, Senior Leadership and staff meeting for the foreseeable time. We enjoy a very positive relationship with all eight recognised educational unions and will invite their representatives to meet us.

12 Ensure information is communicated clearly

13. Staff are allowed to wear masks in all communal areas such as corridors, staff room, photocopy room, going into offices. This still remains a personal choice.

We fully consulted with all relevant bodies on the revised risk assessments.

It been agreed that the risk assessments will be reviewed before reopening when circumstances may be different and periodically thereafter.

There are morning and weekly briefings for information, instruction, training and supervision to ensure that procedures are implemented and maintained

The system for flagging up deficiencies in the risk assessment and ensuring that changes are introduced and for all staff know about this is through line management. Each week the SMT and Inclusion team meet. Each member of staff is able to contact their line manager to raise changes or concerns and adaptations can be reviewed each week or earlier if necessary.

The finished risk assessment be circulated to all staff and published on the school website

We will consult on the use of educational visits in a future risk assessment.

We are planning a recovery curriculum to look to what is missed. We have adjusted directed time to allow for this.

We have looked at EEF evidence, DFE guidance and HSE updates. These are available on the website.

We have invested in over £10000 adjustments to the site to allow for safety.

We have consulted widely at each point:

List of groups shared to

All Staff

Senior Leadership Team

Senior Management Team and Phase Leaders

Inclusion Team within school

Chairs of Committees of Governors at school

Chair of Governors

Shared to Trustees of the Board

Shared to STEP advisor

Wider Local Governing body

Bracknell Human Resources

Bracknell Health and Safety

Bracknell Safeguarding

Unions- NEU, NAHT, UNISON, GMB NASUWT

Parents

Translated appropriately for children

We've also checked with our insurers to make sure that what we believe is our rigorous risk-assessment and decision-making process meets their standards.

JPCE RISK ASSESSMENT



Identified people at risk	YES or NO
Employees	YES
Children	YES
Visitors	YES
Contractors	Yes

Review timescales

- Daily monitoring of advice and guidance on Covid
<https://www.gov.uk/coronavirus>
<https://www.gov.uk/coronavirus/education-and-childcare>
- Daily review of general Covid situation in school with Senior Leaders

List of Risks

a	Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus
b	Lack of social distancing in the classroom resulting in direct transmission of the virus
c	Risk of infection due to lack of cleaning resulting in indirect transmission of the virus
d	Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus
e	Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus
f	Contact of shared resources resulting in indirect transmission of the virus
g	EYFS Risk assessment
h	Sports Equipment and physical contact resulting in direct transmission of the virus
i	Performances and Mouth droplets created in Music resulting in direct transmission of the virus



j	Lack of social distancing when eating lunch resulting in direct transmission of the virus
k	Lack of social distancing in the corridors resulting in direct transmission of the virus
l	Emotional distress of the children
m	Emotional distress of the staff – including anxiety
n	Risk of spreading virus due to outbreak in school or community
o	PPA and Intervention Work
p	Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of
q	Risk of illness of critically extremely vulnerable and critically vulnerable pupils staff and family members through direct and indirect transmission of the virus
r	Risk to Office staff from visitors staff and pupils through direct-indirect contact of the virus
s	Lack of social distancing in the event of a fire resulting in direct transmission of the virus
t	Lack of social distancing waiting to enter building in morning resulting in direct transmission of the virus
u	Lack of Communication which leads to misunderstandings, poor social distancing and transmission of virus
v	Loss of Learning for children at home for those socially distancing or returning to school
w	Other incidents
x	Other Staff Information
y	External providers

ChangeLog



	Version	Date	Changes									
	4	20/05/2020	First draft of Jennetts Park Risk Assessment Tool									
	5	22.5.20	More details on EYFS & Other incidents added									
	6	26.5.20	More detail to EYFS, Overall incidents and fire evacuation									
	7	5.6.20	A summary page has been added giving reasons why we are tolerating and treating risks, More detail on risk ratings and reasoning for opening, new tab for Vulnerable children , Extension on guidance to BAME workers, inserting pod size information and EYFS guidance, removed comment re eating in hall, guidance on allowing other children on site in exceptional circumstances, info re booking, info re entrances , Behaviour log and SEND									
	8	12.6.20	Updated times									
	9	19.6.20	Expansion of wider reopening for year 5, under 5's testing available									
	10	26.6.20	Includined changed rationale on 1m+ , no sd. 2m+, Changed ratings to Medium , new entry times, removed staff on 2 day rota to back to full time									
	11	10.7.20	Update following advice from government. Creation of 4 new tabs 21- 24									
	12	17.7.20	New info re vulnerable groups added									

	13	11.8.20	Cleaning risk tab added	
	14	4.9.20	removal of termperature check on arrival	

RISK ASSESSMENT- Identify hazard		 	
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus		
HAZARDS			
What are the hazards associated with this risk			
Poor Hygiene major cause of spread			
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.			
Likelihood of occurrence	High (Probable)	Medium	High
	Medium (possible)	Low	High
	Low (remote)	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)
		Likely Impact	
Risk Response	Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures			
State what control measures can be put in place			
<p>Clean hands thoroughly more often than usual</p> <ul style="list-style-type: none"> · Pupils to wash their hands regularly, including <ul style="list-style-type: none"> o On arrival o On return from breaks o When they change rooms o Before and after eating. <p>Breaks and lunchbreaks can be extended in the day to allow for adequate handwashing</p> <p>Hand gel dispenser outside of all classrooms</p> <p>Hand gel order in large quantities</p> <p>Extra soap dispensers/ spray mist dispensers in each classroom</p> <p>Children handwash or hand gel on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze</p> <p>Washing hands posters replaced in all washing areas</p> <p>Reminders how to wash hands properly – videos and posters</p> <p>Procedure agreed for children to wash hands so thorough hand washing</p> <p>Particular arrangements for SEN pupils are in place</p> <p>Handwash at entry to classroom</p> <p>Posters are displayed throughout the school including classrooms, staffrooms, school gate, entrance and in all toilets</p> <p>Frequent hand washing regime in place, including on arrival to school, supervised by staff</p> <p>Hand washing by soap & water or alcohol-based hand sanitiser if soap is not available</p> <p>Adequate supplies of tissues are provided</p> <p>Lidded pedal operated bins are available in all rooms including classrooms and key locations</p> <p>Shared teaching & learning resources are limited</p> <p>All resources are thoroughly cleaned before and after use (including play and gym equipment)</p> <p>Resources that are not easy to wipe clean (soft toys etc) are removed from classroom</p> <p>Encourage parents to wash uniforms on a daily basis after a day in school</p> <p>It is preferable to have clean clothes over uniform but school will support in getting additional clothes to those in need</p> <p>Children bring in own water bottle</p> <p>New outside fountains installed so no need to reenter building</p> <p>Miltons fluid dispensers for tables and resources</p> <p>Use of sanitiser by young pupils supervised re ingestion risk</p> <p>Small children and pupils with complex needs continue to be helped to clean their hands properly</p> <p>Hand washing regime is built into the school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</p> <p>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p>			

<https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2017/09/catch-bin-kill.pdf>

Sufficient supplies of tissues are available

Sufficient lidded bins are in place

Double bagging and careful disposal of contents of waste bins

Pupils instructed, encouraged and supported to follow this routine

Small children and pupils with complex needs continue to be helped to follow this routine

Parents encourage parents to wash school uniforms daily

Catering and cleaning arrangements been included in the risk assessment, including in relation to shared equipment as well as social distancing

Windows should be kept open to aid ventilation

<https://english.elpais.com/society/2020-10-28/a-room-a-bar-and-a-class-how-the-coronavirus-is-spread-through-the-air.html>

Staff responsibility for communal areas and cleaning.

Staff to wash up own dishes and mugs

Staff to put tea towels to the communal washing bin for these to be washed

PPE available to all staff who require it

Face Coverings (pg.10)

From 17th May, face coverings will no longer be recommended for pupils in classrooms or communal areas in all schools. Face coverings will also no longer be recommended for staff in classrooms.



It is still recommended that face coverings are worn by staff and visitors in situations outside of classrooms where social distancing is not possible.

Where schools are delivering education and training, including extra-curricular activity, staff and pupils will be exempt from the legal requirement to wear a face covering if they are in a private room or the premises has been exclusively hired.

Children and young people must still wear a face covering on public transport.

Previous exemptions to wearing face masks continue to apply.



Impact of Control Measures
State what the impact of the control measures is
Better understanding of how to clean hands, look after hygiene and not spread virus
Revised RISK POTENTIAL MATRIX
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.
Low

RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Risk of infection due to lack of cleaning resulting in indirect transmission of the virus			
HAZARDS				
What are the hazards associated with this risk				
Poor cleaning could lead to spread				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in				
. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach				
<p>All surfaces, handles, toilets and shared equipment will be cleaned each day after use : please refer to list below.</p> <p>Gloves must be worn by all staff when using anti bac spray and ensure that areas are well ventilated.</p> <p>Soft furnishings and soft / cloth toys will be removed from use in classrooms</p> <p>Cleaning staff to work at end of day, before the school and additional lunch cleans focus on high use areas every evening</p> <p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p> <p>Enhanced cleaning regime is in place</p> <p>Sufficient supplies of cleaning materials are available</p> <p>Contingency plan for deep cleaning in the event of an outbreak</p> <p>Cleanliness monitored daily to required standards</p> <p>Difficult to clean items are stored away e.g. cushions, rugs, blankets, library area</p> <p>Reduced resources in use to reduce cleaning between sessions</p> <p>Lidded bins located in classrooms and in other key locations</p> <p>Double bagging of contents of waste bins in line with guidance</p> <p>Caretaker or cleaner available on school site 7- 1 and 3:30 onwards</p> <p>Additional lunch cleaning</p> <p>15 Laptops-relocated to outside KS1 and KS2 space. Regularly cleaned</p> <p>16 communal fountains turned off and children bring water bottle</p> <p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p> <p>More frequent cleaning of rooms / shared areas</p> <p>Frequently touched surfaces being cleaned more often</p> <p>Detailed attention to rooms occupied by the pupils and staff</p> <p>Touch points including door handles & light switches</p> <p>Additional toilet cleans e.g. at mid-morning and/or after lunch</p> <p>Separate cleaning cloths and equipment in each classroom</p> <p>Use of PPE by cleaners is NOT part of current govt advice</p> <p>Review the regime regularly as numbers increase in schools</p> <p>Sufficient supplies of cleaning materials are available</p> <p>Cleanliness monitored daily to required standards</p> <p>Bins for tissues are emptied throughout the day</p>				

b

Timetabling of spaces allows access for cleaning

Impact of Control Measures
State what the impact of the control Reduced opportunity for virus to spread on surfaces
Revised RISK POTENTIAL MATRIX
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.
Low

RISK ASSESSMENT- Identify hazard		
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Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards

Lack of social distancing in the school resulting in direct transmission of the virus

HAZARDS

What are the hazards associated with this risk

Spread of virus

Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.

Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		

Risk Response

Treat

By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)

Control Measures

State what control measures can be put in

Minimise contact between individuals and maintain social distancing wherever possible

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

- Social Distancing Regime
 - o Is communicated to staff, parents, pupils and visitors
 - o Pupils will be repeatedly reminded to observe social distancing
 - o Social distancing is monitored and enforced by all staff
 - o Social distancing is reviewed as numbers in the school increase
- Organisation
 - o It is likely for younger children e.g. primary the emphasis will be on separating groups
 - o Primary- groups likely to be size of a full class
 - o Staggered starts/adjusted start and finish times in place
- Classrooms and Teaching Spaces
 - o Primary- when staff or children cannot maintain distancing in primary schools the risk is reduced by keeping in the smaller class sizes as above.

Shared Spaces

- o Timetabled use of shared spaces, such as corridors, playgrounds, entrances and exits, dining halls, and toilets, and specialist areas
- o Delayed start/finish and break times in place for shared areas
- o Arrangements for the use of toilets are in place
- o Arrangements for assemblies are in place

Staff Areas

- o Arrangements for staff rooms and staff areas are in place

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

Circulation

- o Circulations routes in place and signed to minimise contact
- Special Needs and Young Children

- o Pupils are supported to maintain distance where possible
- o Specialist support staff for pupils with SEND is provided

Remove excess furniture to increase space

Social distancing charter created for and with the children –

(Include instructions how to line up, use of toilet, moving around the classroom etc)

Charter re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance

Children isolated if cannot adhere to charter and spoken to re the need for enough space

High Risk children assessed by SENDCO's, ED Psych and Phase Leaders prior to joining .Not allowed into school if any breaches

Feedback – using large whiteboard and visualizer and interactive whiteboard not close interaction

Children to use same desk each day

Children stay in the classroom for majority of the day and not mix with other groups

Each Phase to have a different space

Bags, coats and lunchboxes kept under children's tables

Sufficient staff to enable lunchtime cover

sufficient Office staff

Governors aware of arrangements

Code of conduct

1. We are quiet when others are talking

2. We follow directions right away

3. We let others get on with their work

4. We respect each other

We have added these three new rules:



We are in this together.



We are all learning how to do this together.



We need to follow the rules given in school to keep everyone safe.

Assemblies- offered online

Impact of Control Measures						
State what the impact of the control measures is expected to be.						
Children better able to space themselves						
Revised RISK POTENTIAL MATRIX						
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.						
Low						

RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus			
HAZARDS				
What are the hazards associated with this risk				
Spread of virus				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in				
One child allowed to go to toilet at a time Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet Hand gel used after toilet use as well as washing hands Extra Signs in toilet re washing hands Wedges for the toilet external toilet doors if not fire doors. Extra soap ordered to ensure we do not run out Posters showing signage				
Impact of Control Measures				
State what the impact of the control				
Better spacing in toilets, increased awareness				
Revised RISK POTENTIAL MATRIX				
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.				
Low				

RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus			
HAZARDS				
What are the hazards associated with this risk				
Spacing very fluid at JPCE. Children want to play with each other				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in				
Staggered playtimes and allocated play area in the first instance				
Reduced playtime equipment – hard surfaces and can be easily cleaned				
Games discussed which encourage social distancing – football passing, no catching games etc				
Staff supervision throughout – actively encouraging and insisting on social distancing				
o Staff remain at a safe distance at lunchtime or during breaks				
Children to keep within their classes and maintain distance from other pods				
Pod zone for play in front of toilets they use. Not inside toilets				
Large toilets locked to discourage use and only use own class area				
Children eat in classrooms				
Impact of Control Measures				
State what the impact of the control				
Children better zoned. Fewer occurrences of lack of spacing				
<div style="display: flex; justify-content: space-between;"> <div style="width: 20%;">REVISED RISK POTENTIAL MATRIX</div> <div style="width: 80%;"></div> </div>				
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.				
Medium				

RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Contact of shared resources resulting in indirect transmission of the virus			
HAZARDS				
What are the hazards associated with this risk				
There are normally not enough resources for each child to have 1 of everything				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in Children asked to bring in own stationary if possible (or have packs of stationary labelled for each pod) Tubs of resources for individuals if needed – maths cubes etc Tables, door handles and other surfaces cleaned with cleaning spray after each session Lessons planned so resources are individual and not shared – or on white board Resources on tables ready for lesson and not distributed within the lesson Plan lessons to reduce opportunities to share. Children may bring in one pencil case with own equipment - pens, pencils, colours, glue, ruler, scissors though anything borrowed will be regularly cleaned Children encouraged to wash hands / use hand gel regularly throughout the day Miltons disinfectant in spray bottles to use across site children bring water bottle				
Impact of Control Measures				
State what the impact of the control measures is expected				
reduced chance of transfer from surfaces				
Revised RISK POTENTIAL MATRIX				
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.				
Medium				

RISK ASSESSMENT- Identify hazard				
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	EYFS Risk assessment			
HAZARDS				
What are the hazards associated with this risk				
Young children are less aware of need to socially distance				
Original RISK POTENTIAL MATRIX				
before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response	Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)		
Control Measures				
State what control measures can be put in				
No unnecessary visitors				
Staff to be aware that no activity should be undertaken without having considered risk involved – if unsure, check.				
No children aged 24 months or below in our care – no action needed.				
Review and confirm that we have suitable people available:				
For children in nursery, focus is on the prime areas of learning:				
o communication and language				
o personal, social and emotional development				
o physical development				
· For pupils in Reception, focus is on assessing and addressing				
o gaps in language				
o early reading				
o mathematics,				
o ensuring phonics knowledge				
o extending vocabulary.				
· Usual procedures remain in place for First Aid training and renewal. AG leads on this.				
Regular hand washing and hand gel available.				
Where needs are high, individual risk assessments completed and 1-1 staff allocated. Individual support plans in place for children with high needs.				
First Aid cupboard in Nursery and opposite library, bum bags accessible in classrooms and main office.				
Complete First Aid book as usual in order to continue to monitor injuries and patterns.				
Outdoor sprayer used				
PPE for anyone who has to assist in changing				
Miltons disinfectant in spray bottles to use across site				

clear procedures for maintaining stringent cleaning processes for food preparation areas, dining areas and table coverings.

SEND and staff develop action plans for JPCE, for example for staff who have responsibility for providing 1:1 support for children or for children with additional needs

young children will not have been attending a setting for a number of weeks and may be feeling anxious, work with parents and carers to consider how best to manage dropping off

EYFS Risk Assessment Addendums/Amendments – Autumn 1 2020

Continuous Provision – all areas of learning now reintroduced in full. Reduced choice may remain in order to manage cleaning.

Cleaning – children to wash hands on arrival and then regular opportunities throughout session, continue to use Milton solution. Spray items regularly. Fully deep clean items when needed, e.g. if child mouths.

Soft furnishings – still removed, although can be used for teaching opportunities/when required if washed/cleaned after use. If child requires a comfort (e.g. soft toy or cushion) this must only be used by said child and washed after use.

Sand is now re-introduced within Nursery or Reception bubble. Sand tray emptied, cleaned and changed regularly. Salt added as a disinfectant/anti-bacterial. Sand swept from floor goes into bin.

Play dough is now re-introduced but as an adult supervised activity. Children must have own named pot of play dough or dough must be thrown away after use.

Messy play – soap or shaving foam type activity can take place in Nursery or Reception bubble. Any other messy play should be individual and cleaned and/or disposed of in between.

Aprons/Wellies/Waterproof clothing – bubble only, cleaned and wiped as required.

Intimate Care – staff to follow usual school policy re PPE. Any staff member who is concerned can wear full PPE if desired.

Snack time – staff to collect and distribute fruit/milk.

Group time – children will only gather as part of their bubble. Gatherings will last no longer than 15 minutes.



Toilets checked regularly and cleaned/sprayed as required.

For pupils in reception, disapplication of specific EYFS requirements can be used where coronavirus (COVID – 10) restrictions prevent settings delivering the EYF in full.

Schools may consider focusing more on the prime areas of learning in the EYFS, if schools think it would support children following time out due to coronavirus (COVID -19).

For pupils in reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. For Reception, consider how all groups of children can be given equal opportunities for outdoor education.

Impact of Control Measures						
State what the impact of the control measures is expected to be.						
Revised RISK POTENTIAL MATRIX						
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.						
Low						



RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Sports Equipment and physical contact resulting in direct transmission of the virus			
HAZARDS				
What are the hazards associated with this risk				
Equipment and physical contact sharing virus				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response	Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)		
Control Measures				
State what control measures can be put in				
https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation https://www.sportengland.org/how-we-can-help/coronavirus https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf https://www.youthsporttrust.org/coronavirus-support-schools				
<ul style="list-style-type: none"> · Pupils are kept in consistent groups · Sports equipment quarantined between each use by different groups · Outdoor sports are prioritised where possible · Maximising distancing between pupils · Paying scrupulous attention to cleaning and hygiene · External facilities can also be used in line with government guidance · Specific risk assessments will be applied to use of external coaches, clubs and organisations for curricular and extra-curricular activities · Physical activities will operate within wider school protective measures. 				
Equipment Equipment will be stored in the P.E shed and will have a label on it with the class's name. It will be cleaned It will be stored away and only teacher will touch bag to get it out. The equipment will not be used until the following week's lesson.				
Routine Staff member to meet children in the class to go over lesson objectives. Children will collect their kit from the cloakroom when they come in in the morning and leave it under the desk until P.E. Children will line up at the door and head to the MUGA or the field.				
Supporting PE teachers not to sit at teacher desk. To wear gloves and face mask when moving between rooms To wear face covering in room whilst explaining				
Changing Children come into school in kit on PE day				
Lesson will take place with children working Real PE personal unit (Challenge cards, One leg static balance and Agility). The equipment will be carried over to the shed and not used again until the following lesson the week after.				

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Children will then return to class and get changed. They will return their kit to peg once they are changed but must do so with small numbers going into the cloakroom at a time.

Equipment not to be shared - if a ball lost out of area to go to collect but not share with others

Impact of Control Measures	
State what the impact of the control measures is expected to be.	
Reduced risk of spread during PE	
Revised RISK POTENTIAL MATRIX	
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.	
Low	

RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Performances and Mouth droplets created in Music resulting in direct transmission of the virus			
HAZARDS				
What are the hazards associated with this risk				
Music and singing can spread virus further				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				

The guidance notes that there may be additional risks of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools has considered how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing 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 should not take place in larger groups such as school choirs and ensembles, or school assemblies. •Use of microphones will be in accordance with government guidelines on handling of equipment

Where there is singing, the following guidance will be followed: COVID-19: suggested principles of safer singing - GOV.UK (www.gov.uk)

•Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained.

• Face-to-face performances in front of a live audience will be conducted in accordance with DCMS performing arts guidance, implementing events in the <https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts>



Peripatetic Teachers



[Music Education Hubs | Arts Council England](#)

- May be engaged including from music education hubs
- Peripatetic teachers are allowed to move between schools
- They will be expected to comply with the school's own rules and arrangements for managing and minimising risk, including
 - Maintain distancing requirements with each group they teach

Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing.

Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made.

RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Lack of social distancing when eating lunch resulting in direct transmission of the virus			
HAZARDS				
What are the hazards associated with this risk				
Children sitting too close in hall . Poor food standards				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes ophysical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill heath both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in				
Meals in classroom				
Children may bring packed lunch – packed lunches kept under children's tables with bags				
Staggered lunch breaks				
Lunches option brought to room				
School meal kitchen will be fully open from the Sep-20				
Provision of hot food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.				
Hot meals to be given as option with all cutlery and disposable options in bag.				
Kitchen will comply with the guidance for food businesses on coronavirus (COVID-19).				
Catering and cleaning arrangements been included in the risk assessment, including in relation to shared equipment as well as social distancing				
Staff are not expected to eat their meals with children and will have a suitable length break to them in the day.				
Impact of Control Measures				
State what the impact of the control measures is expected to be.				
Children in control of their food. Reduction in movement of traffic across site				
Revised RISK POTENTIAL MATRIX				
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.				
Medium				

RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Lack of social distancing in the corridors resulting in direct transmission of the virus			
HAZARDS				
What are the hazards associated with this risk				
Wider corridors do still have bottlenecks				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in				
Children staying in their classroom and accessing outside via external door				
One child going to toilet at one time to the pods designated toilet.				
Agree instructions with children concerning going and returning to toilet				
When moving class around the school – 2 metres between each pod group – one adult at back insisting the distance is maintained				
Main Library not to be used.				
Impact of Control Measures				
State what the impact of the control				
Better awareness of spacing				
Revised RISK POTENTIAL MATRIX				
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.				
Low				

RISK ASSESSMENT- Identify hazard



Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards

Emotional distress of the children

HAZARDS

What are the hazards associated with this risk

Long term psychological distress resulting in many issues

Original RISK POTENTIAL MATRIX

before control measures are taken to reduce the risk.

Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		

Risk Response

Treat

By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)

Control Measures

State what control measures can be put in

- The school recognises that many pupils will have found restrictions exceptionally difficult socially and emotionally.
- Following discussion with the parents and/or the pupil the school will offer additional support and phased returns where needed.
- The school will co-operate in supporting timely consultations over potential placements for September, and in providing families with advice and information where requested.

2 metre social distancing conversations with SLT / FSW provision available for children who are distressed

Curriculum designed to support children's well-being – slowly increasing the cognitive load

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

Pupils are educated about how to protect themselves from Covid-19

Pupils are encouraged and re-assured about their own safety

Pupils required to respect and protect others by their behaviour

Staff use due care and attention & observe safe working methods

Support is available for pupils

who have found the long period at home hard to manage

who have developed anxieties related to the virus

who may have experienced bereavement

Who have SEND, behaviour or any other issue

Staff complete regularly an excel sheet to share information on concerns, changes and help needed to SLT and Inclusion team

Return to school questionnaire

Support to those who have safeguarding concerns

Support to those who may make safeguarding disclosures

Child Protection Policy has been reviewed by Designated Safeguarding Lead (DSL) to reflect the return of more pupils.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

DSL and deputies provided with more time to help them provide additional support to staff and children and the handling of referrals to children social care and other agencies where these are appropriate

DSL will work with outside agencies to look for signs of harms

School nurses have been communicated with re their continued virtual support to pupils who have not been at school.

<https://www.gov.uk/guidance/teaching-about-mental-wellbeing>

Staff and school leaders aware pupils may be experiencing emotions

Particularly for vulnerable children, including those with complex needs.

Pupils requiring support will be identified

Senior Leaders will consider the provision of pastoral and extra-curricular activities to all pupils designed to:

support the rebuilding of friendships and social engagement

address and equip pupils to respond to COVID issues linked

support pupils with approaches to improving their physical and mental wellbeing

More focused pastoral support will be provided where issues are identified that individual pupils may need help with

Consideration will be given to children in need and others including vulnerable pupils who may need additional help or support, e.g. with stress, fear, trauma and bereavement

<https://covid.minded.org.uk/>

The school nursing services will be engaged to support the health and well-being of their pupils, including over:

- o support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues

- o support for pupils with additional and complex health needs

- o supporting vulnerable children and keeping children safe

Pupil wellbeing and support (pg.60)

Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation.



Consider using pastoral and extra-curricular activities to:

Support the rebuilding of friendships and social engagement

Address and equip pupils to respond to the impact of COVID-19 and associated restrictions

Support pupils with approaches to improving their physical and mental wellbeing

Impact of Control Measures
State what the impact of the control Staff are aware of who is vulnerable to emotional distress, Parents and children feel supported, SLT and Inclusion team direct resources fairly leading to reduction in lost learning
Revised RISK POTENTIAL MATRIX
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.
Low



RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Emotional distress of the staff – including anxiety			
HAZARDS				
What are the hazards associated with this risk				
Children anxious and unable to follow rules or learn effectively				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in				
<ul style="list-style-type: none"> Supporting Staff Staff will be consulted in risk assessment and where possible individual plans adapted Staff will be supported by governors and senior leaders having regard work life balance and wellbeing Staff will be given information that explains the measures that are in place and that staff are involved in the process The school will continue to provide mechanisms to support staff wellbeing, including where staff may be anxious about returning guidance on extra mental health support available for pupils and teachers. 				
Inclusion in risk assessment process – input into hazard identification and control measures				
Monitoring in Inclusion meetings and SLT by Leadership – virtually – to discuss concerns and shared control measures				
Sharing of support helplines – HCC and others				
The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.				
Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible				
Separate risk assessment for the office area				
Designated “staff areas” areas for different groups of staff – maybe rota for same area if needed				
Staff who are vulnerable in line with the DFE guidance have been identified, risk assessments undertaken and actioned including BAME workers				
Staff made aware of support arrangements in place for wellbeing – Employee Assistance Programmes and further support				
Staff have been trained in the use of PPE should it be necessary to operate – including the disposal of PPE				
Ensure staff are aware and understand any social distancing plans (where practicable) which have been put in place				
Support for staff working remotely has been considered to ensure their health and safety				
Ensure PPE use is rationale and appropriate in accordance with national guidelines				
Staff are familiar of the arrangements for where PPE should be used and how this should be disposed of				
Co-ordinate and control PPE supply chain management				
Staff are informed of the symptoms of possible coronavirus infection				
Staff given training on safe working measures				
Staff use due care and attention & observe safe working methods				
Staff with symptoms stay at home and follow NHS 111 advice				
Senior leaders to provide pastoral support for staff				
Teachers wash hands and surfaces before and after handling pupils' books.				
Have enough staff to cover if any staff member needs to go home after developing symptoms				

teaching assistants, unless it is part of their normal role such as for higher level teaching assistant, will not be expected to lead classes in terms of planning. Each phase will have an overseer who will socially distance to support suitable breaks. They may jointly support with other adult under guidance of lead teacher in rare circumstances

Understanding and proactive acknowledgement that this is highly stressful for colleagues of BAME heritage due to their higher risks

- Deploying support staff and accommodating visiting specialists
 - o Support staff may be used to support catch-up provision or targeted interventions if appropriate
 - o Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of teacher
 - o Any proposed changes in role or responsibility will be discussed and agreed with the member of staff
 - o [The Education Endowment Foundation \(EEF\) has published guidance to help settings make the best use of their teaching assistants.](#)
 - o [Only support staff with appropriate checks will be allowed to engage in regulated activity. Keeping children safe in education.](#)
- The school consult formally on directed time arrangements for teachers and publish an overall school calendar and individual directed time calendars
- ☐ The school has allocated additional planning & preparation time to staff for the autumn term
- The school will review and identify additional support for newly and recently qualified staff, staff new to the school, and any staff anxious about returning or continuing to work at home
- ☐ INSET days be used in a way which best supports staff in relation to wider opening
- ☐ There will be other arrangements to support staff wellbeing such as stress and workload surveys and provision of individual support for staff experiencing anxiety or effects of trauma
- ☐ The school continues with online meetings and keep to a minimum physical meetings in order to reduce transmission and time spent in the school building
- ☐ The school will consider PPA and directed time outside pupil hours being best used spent working from home

Impact of Control Measures
State what the impact of the control
Better information shared. Reduced stress to to lack of clarity
Revised RISK POTENTIAL MATRIX
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.
Medium

RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Risk of spreading virus due to outbreak in school or community			
HAZARDS				
What are the hazards associated with this risk				
Outbreak in community or school spreads				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in				
This is high as new strand of virus with higher transmission rate (see front page)				

Prevention

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 your setting

- Action on Displaying Symptoms
 - o Pupils, staff and other adults do not come into school if they have [coronavirus \(COVID-19\) symptoms or have tested positive in the last 7 days](#)
 - o [Anyone developing those symptoms during the day is sent home and are advised to follow 'Stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection'](#)
- Self Isolation At Home
 - o [They must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus \(COVID-19\).](#)
 - o Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.
- Isolation In School
 - o Pupils displaying symptoms in school are isolated
 - o Parents/carers are contacted immediately
 - o Pupils awaiting collection are isolated at least 2m away from others
 - o Appropriate staff supervision while waiting
 - o With a window open for ventilation
- o They use separate toilets which must be cleaned and disinfected using standard cleaning products before being used by anyone else.
- o 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
- o 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.
- o [The area around the person with symptoms will be cleaned with normal household disinfectant after they have left COVID-19: cleaning of non-healthcare settings guidance.](#)
 - o When an individual is displaying symptoms
 - o After being in contact with someone displaying symptoms
 - o If requested to do so by NHS Test and Trace
- Emergency Services
 - o call 999 if someone is seriously ill or injured or their life is at risk.

- o Anyone with coronavirus (COVID-19) symptoms should be advised not visit the GP, pharmacy, urgent care centre or a hospital.

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#effective-infection-protection-and-control>

- Tracking & Tracing

Co-operate with NHS re tracking and tracing where requested

Office zones reduce footfall

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#effective-infection-protection-and-control>

Where necessary, wear appropriate personal protective equipment (PPE)

- PPE beyond what is normally needed for work is only needed in a very small number of cases, including:
 - o where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at school, and only then if a distance of 2 metres cannot be maintained
 - o 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

o When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be worn as part of their care and treatment, should be worn.

- Sufficient suitable PPE is available in school
- Staff trained in the use & disposal of PPE if this becomes necessary

<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>



- The school will co-operate with NHS Test and Trace if requested to do so
- Staff and parents have been advised about NHS Test and Trace and how to contact their local Public Health team <https://www.gov.uk/guidance/contacts-phe-health-protection-teams>, including how to

- o book a test if they are displaying symptoms
- o Provide details of anyone they have been in close contact with if



Self-isolate if they have been in close contact



Manage confirmed cases of coronavirus (COVID-19) amongst the school and college community

- School will report anyone tested positive to relevant team
 - Health Protection will report anyone n school tested positive to the school - as identified by NHS Test and Trace.
 - The Health Protection Team will:
 - o Carry out a risk assessment
 - o Confirm who has been in close contact
 - o Ensure they are asked to self-isolate
 - o Guide the school through the actions they need to take
 - People who have been in close contact with the person who has tested positive, will be sent home, and advised to self-isolate for 10 days since they were last in close contact with that person when they were infectious.
 - Health Protection will advise on who must be sent home.
 - The school will keep a proportionate records of pupils and staff in each group, and any close contact that takes places between groups
 - Names of individuals will be kept confidential
 - Anyone in school who displays symptoms will get a test.
 - Parents/carers and staff are asked to inform school immediately
 - o Negative tests: if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating
 - o Positive tests : they should follow the
- Stay at home : guidance for households with possible or confirmed coronavirus (COVID-19) infection
- In the event of an outbreak the school will follow the advice of the Health Protection team who will be able to advise if additional action is required.
 - In consultation with the local Director of Public Health, where an outbreak in a setting 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 setting if necessary, in line with routine publish health outbreak control practice.

RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	PPA and Intervention Work creating mixed messages or cross contamination leading to spread of virus			
HAZARDS				
What are the hazards associated with this risk				
External providers not following rules				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in				
Routines and communication are essential to be communicated. Patterns of cover to established and shared				
Any changes communicated within teams				
uStaff wash hands before and after working with a pupil Staff to wipe desks between interventions with suitable miltons/ disposable wipe A space is identified for the intervention to take place, and set up with two separate desks placed a suitable distance apart All equipment needed for the child is set up in the space before the start of the session Staff go to the child's classroom, standing at the entrance to collect the pupil (not entering the classroom)				
uPurchase of Orienteering https://www.crosscurricularorienteering.co.uk/				
uNow press play http://nowpressplay.co.uk/				
Classroom support staff will not be expected to teach whole classes as a result of these arrangements. If on the rare occasions they do they will be given equivalent HLTAs pay for the time they are acting up and suitable training.				
Any additional work and hours be agreed with the member of staff and paid accordingly				
If teaching assistants are to be asked to lead groups or cover lessons they will be able to claim to be paid for the correct grade (eg HLTAs, Cover supervisors) and will have the support, training, skills and experience needed,				
Rooms and spaces to be large enough to allow for distancing. Staff should read tab a on ventilating area				
Impact of Control Measures				
State what the impact of the control measures is expected to be.				
Reduced risk of spread during External providers				
Revised RISK POTENTIAL MATRIX				
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.				
Low				





RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus			
HAZARDS				
What are the hazards associated with this risk				
Children who need restraint will not socially distance and put staff and other children at risk				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in				
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899384/Checklist_for_school_leaders_on_behaviour_and_attendance.pdf				
Seek expert guidance from Ed Psych and SENDCOs re support for children with behaviour difficulties – that might need restraint and display spitting, biting or defy social distancing rules. Leading to individual risk assessments				
4. Reduced timetable / exclusion / external provision in terms of workbooks considered if necessary if children are acting in a way staff or children are put at risk				
5 Behaviour code				
Where necessary, wear appropriate personal protective equipment (PPE)				
o 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				
o When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be worn as part of their care and treatment, should be worn.				
· Sufficient suitable PPE is available in school · Staff trained in the use & disposal of PPE if this becomes necessary				
Individual risk assessments will be completed before the children start and adapted on a 1 day, 1 week 3 week 6 week basis				
Impact of Control Measures				
State what the impact of the control				
clarity of expectations				
Revised RISK POTENTIAL MATRIX				
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.				
Medium				



RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Risk of illness of critically extremely vulnerable and critically vulnerable pupils staff and family members through direct and indirect transmission of the virus			
HAZARDS				
What are the hazards associated with this risk				
Staff and family members in vulnerable groups more likely to catch disease				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in place to limit this risk				
<ul style="list-style-type: none"> Control measures will allow most staff to return to the workplace 				
Schools are able to request from parents a copy of the shielding letter sent to a CEV child, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.				
<ul style="list-style-type: none"> The school will try as far as practically possible to accommodate additional measures in respect of staff with particular characteristics who may be at comparatively increased risk, see COVID-19: review of disparities in risks and outcomes report. 				
The process includes risk assessments for individual staff at greater risk for example pregnant women, new mothers, older staff, disabled staff and BAME staff				
<ul style="list-style-type: none"> People who live with those who have comparatively increased risk from coronavirus can attend the workplace. 				
Staff who require PPE will have it supplied.				
Staff & pupils may wear own masks				
<ul style="list-style-type: none"> Health & Safety and equality risks will continue to be assessed 				
<ul style="list-style-type: none"> Staff Deployment <ul style="list-style-type: none"> Managers will discuss and agree any changes to staff roles: to meet staff ratio requirements for pupils with EHC plans to ensure sufficient staff to provide interventions or care to be linked with enhanced hand washing/hygiene practices to meet the flexibility required in special schools 				
o Senior leaders will be mindful of avoiding increases in unnecessary and unmanageable workload burdens. workload reduction toolkit. o DfE has also published a range of resources, including case studies to support remote education, help address staff workload and manage wellbeing.				
Risk assessment for BAME heritage				
Emerging evidence indicates that black, Asian minority ethnic (BAME) communities are disproportionately affected by COVID-19. Furthermore, the evidence suggests that the impact may also be higher among men and those in the higher age bracket. The reasons for this are not yet fully understood, one hypothesis is that people from BAME have higher rates of underlying health conditions such as:				
<ul style="list-style-type: none"> visceral obesity diabetes and metabolic syndrome hypertension ischaemic heart disease chronic lung deficiency 				
A government inquiry into the reasons why has been launched, but more immediate action is needed in the interim to mitigate risks. As a precautionary basis, it is recommended that employers should risk-assess staff at a potentially greater risk and make appropriate arrangements accordingly.				
Suggested Control Measures				
Actions to be taken for staff will depend upon their condition and how stable it is. Where a condition is unstable and there may be an increased risk to staff, these conversations should be undertaken with those staff by their manager, their manager may need to seek support from Staff Health & Wellbeing Team and/or HR.				



More evidence has emerged that shows there is a very low risk of children becoming very unwell from COVID-19, even for children with existing health conditions. Most children originally identified as clinically extremely vulnerable no longer need to follow this advice. Speak to your GP or specialist clinician, if you have not already done so, to understand whether your child should still be classed as clinically extremely vulnerable.

Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school while this advice is in place. Your school will make appropriate arrangements for you to be able to continue your education at home. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school.



Impact of Control Measures
State what the impact of the control
Better clarity of actions
Revised RISK POTENTIAL MATRIX
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.
Medium



RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Risk to Office staff from visitors staff and pupils through direct-indirect contact of the virus			
HAZARDS				
What are the hazards associated with this risk				
Office staff are vulnerable as in more regular contact to more pods and staff				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in				
Inclusion in risk assessment process – input into hazard identification and control measures				
One child to enter office at a time				
Parents not to come to site - phone or email instead				
Partition set up for barriers				
Rearranged office layout for maximum space				
Impact of Control Measures				
State what the impact of the control				
Office staff better protection from others				
Revised RISK POTENTIAL MATRIX				
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.				
Medium				

RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Lack of social distancing in the event of a fire resulting in direct transmission of the virus			
HAZARDS				
What are the hazards associated with this risk				
Spacing outside is not an issue but existing layout is. Unfamiliarity high risk. Social distancing high risk				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in				
All to exit to MUGA				
Exit classrooms by allocated door if safe to do so				
Classes to line up at the assembly point – away from another class				
Once the all clear has been given, classes to enter school by their allocated doors				
Station classes inside and outside MUGA				
Children rehearse fire drill				
Train staff in exiting from new classes				
Impact of Control Measures				
State what the impact of the control				
Better understanding of what to do				
Revised RISK POTENTIAL MATRIX				
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.				
Medium				

RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Lack of social distancing waiting to enter building in morning resulting in direct transmission of the virus			
HAZARDS				
What are the hazards associated with this risk				
Spread of virus				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in				
<ul style="list-style-type: none"> Parents And Visitors Coming onto the site without an appointment is not allowed Check in with QR code Site guidance is given to visitors including contractors Site visits optimised for outside of school hours Records kept of all visitors for track and trace Arrangements are in place for drop off and pick up times Plan in place to ensure there are no gatherings at the school gates Markers outside the entry points for the children and parents to wait – more than 2 metres apart as more than one person One way system around school with 2 metre markers. Entrance by main gate, Exit by Koosa Back gate to remain closed until further notice Signage for parents and children displayed outside the classroom SLT to be on duty to supervise 				
It is not mandatory for staff and visitors to wear face coverings. In situations where social distancing between adults in settings is not possible (for example when moving around in corridors and communal areas), settings have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors.				
Start of the day - gates open 8:40- Gate closes 9:05 End of day 2:55 Gate opens then 3:00 Year R & KS1 3:10 Year 3/4 / 5 / 6 Those walking released at 3:15 Exiting past Year 5 is difficult so release from end doors Entry points remain to ensure we are not overcrowded inside the building.				
Other children on site may be granted under the following on the occasions they cannot find any other cover to bring little one in under the following stipulations: Little ones must be under their direct supervision at ALL times- by hand , buggy or reigns as they deem fit. Little one not to walk away at any point This does not apply to the other children under childminding and only the children they applied for If little ones display symptoms same regulations as everyone else not to enter site Little ones must not touch any equipment laid out				
Pick Up is via class doors for all. Please be aware of spacing on the collection of your children. Move swiftly off site following the one way system once you have your child.				
As stated before parents will not have an opportunity to chat to teachers at these times. Email or call the office if you need to pass on anything longer than a quick 10 second message!				
<ul style="list-style-type: none"> Site safe entry/exit routes in place and signed Building safe entry/exit routes in place and signed Safe parking rules in place for staff and visitors 				

Impact of Control Measures						
State what the impact of the control measures is expected to be.						
Improved communication and spacing						
Revised RISK POTENTIAL MATRIX						
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.						
Medium						

RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Lack of Communication which leads to misunderstandings, poor social distancing and transmission of virus			
HAZARDS				
What are the hazards associated with this risk				
That parents, staff, children and visitors do not know what to do to keep safe				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in				
<p>Procedure for isolating pupils displaying symptoms is made available and is clear for all staff</p> <p>Staff are kept informed and updated about measures in place by email and verbal instruction</p> <p>Feedback mechanisms in place for communication to and from staff</p> <p>Staff have regular opportunities to feedback on new arrangements</p> <p>Guidance for staff on the new rules and routines that will be in place</p> <p>Parents clearly instructed what you need them to do</p> <p>Parents are kept informed and updated about measures in place</p> <p>Parents and staff are clear on hygiene and cleaning expectations</p> <p>Appropriate Signage installed inside and out</p> <p>One way system</p> <p>Video explaining changes sent</p> <p>Parents requested to advise school if their child has symptoms, or is self-isolating,</p> <p>Parents requested to advise if family members exhibit symptoms, self-isolating or shielding)</p> <p>Parents and carers to confirm that the pupil is NOT symptomatic on arrival</p> <p>Parents are informed if there is an outbreak in school</p> <p>Parents aware of recommendations on transport to and from school</p> <p>Pupils are kept informed and updated about measures in place</p> <p>Pupils must tell a member of staff if they begin to feel unwell</p> <p>Pupils' parental emergency contact details are up to date</p> <p>Names of confirmed or suspected cases of Covid kept confidential</p> <p>Limit the number of external visitors during school hours</p> <p>Visitors advised of Covid procedures on booking in</p> <p>Daily data returns to DfE on school attendance</p>				
Impact of Control Measures				
State what the impact of the control				
Increased clarity of communication				
Revised RISK POTENTIAL MATRIX				
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.				
Medium				

RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Loss of Learning for children at home not attending or returning to school			
HAZARDS				
What are the hazards associated with this risk				
Children not attending fall behind in learning and take long periods to catch up				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in				

Attendance - advice on pupils who are abroad (pg. 32)

You should continue to work with local authorities to engage with families who are abroad to understand the child's circumstances and their plans to return.

You should encourage families to return where they are able to, emphasising the benefits of regular school attendance and reminding them that school attendance is mandatory.

Where you are able to do so, you should provide remote education for pupils who are abroad and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.

Lockdown contingency plan and remote learning policy in place.

- Pupils who are shielding or self-isolating will still be unable to attend
<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
- Provision is in place for pupils to catch up
- The school will engage with other professionals as appropriate to support the return to school including, social workers

Work books sent home

Email school@ as primary portal for

Teachers actively sending MM and Tapestry updates

Zoom playgrounds set up for weekly check ins

Set up seesaw or Tapestry for every child who needs it. Use for HW

Full website

Weekly updates

- Process in the event of local outbreaks
- o Appropriate authorities and DfE will help make decisions if a spike in infection rates occurs at a local level.
- o This includes measures to help contain the spread.
- Contingency plans for outbreaks
- o Remote education plans should remain in place

Key Stages 1 and 2- schools are expected to prioritise identifying gaps and re-establishing good progress in the essentials. Schools should ensure your curriculum offer remains broad.

Elective Home Education

Schools should encourage parents to send their children back to school, particularly those that are vulnerable.



Consideration should be given to whether a parent's decision to educate at home gives greater cause for concern compared to remaining in school. If there is additional cause for concern schools should follow their safeguarding policy and refer to the DSL. This should happen as soon as school is aware of the parent's intention or decision to home educate.



Schools to work with closely to support social workers and other stakeholders to seek to ensure that EHE is in the best interests of the child.



Schools are not required to provide any support to parents that have withdrawn their child for EHE.

Parents wishing to admit their child to school, normal in-year admission processes should be followed.

Impact of Control Measures	
State what the impact of the control	
Reduced time in learning lost . Parents supported at home learning . Staff understanding where gaps are . Better transition to other schools	
Revised RISK POTENTIAL MATRIX	
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.	
Medium	

RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Other incidents			
HAZARDS				
What are the hazards associated with this risk				
Other accidents may still occur				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in				
<p>4 members of staff with valid 12 hour Paediatric</p> <p>Four members of staff with valid 6 hour Paediatric – split between each team.</p> <p>Four additional staff noted who have previously held a Paediatric qualification although no longer valid.</p> <p>Eleven members of staff who have First Aid at Work – evenly spread between phases</p> <p>Ensure distribution of current qualified first aid staff is balanced and fair, taking into account the procedures and rotas put in place to ensure staff safety.</p> <p>Ensure team leaders know they must always have at least one qualified first aider on site at all times – aim for highest qualification possible.</p> <p>Usual procedures remain in place for First Aid training and renewal. AG leads on this.</p> <p>Where needs are high, individual risk assessments completed and 1-1 staff allocated. Individual support plans in place for children with high needs.</p> <p>Complete First Aid book as usual in order to continue to monitor injuries and patterns.</p> <p>Specific medical needs attending school. If needed, would be managed by IF , including risk assessment and health care plan before starting.</p> <p>No medicine to be administered including calpol</p> <p>Life saving Epipens to be administered in cases of emergency - write care plans for these</p> <p>Children may participate in local area visits only following risk assessment procedures</p>				
Children to have suncream applied by parents before school to avoid sunburn.				
Impact of Control Measures				
State what the impact of the control				
Reduced risk of other accidents				
Revised RISK POTENTIAL MATRIX				
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.				
Medium				

RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Other Staff Information			
HAZARDS				
What are the hazards associated with this risk				
Other staff/ Adult issues				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response	Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)		
Control Measures				
State what control measures can be put in				
<ul style="list-style-type: none"> Recruitment <ul style="list-style-type: none"> Interviewing can be done remotely https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/ https://teaching.blog.gov.uk/2020/06/12/attending-your-first-remote-interview/ Legal requirements for pre-appointment checks will continue to be met https://www.gov.uk/government/publications/keeping-children-safe-in-education-2 https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers Checks will revert to being carried out in person. Early career materials have been made available by DfE https://www.gov.uk/government/collections/early-career-framework-reforms Supply teachers and other temporary or peripatetic teachers Will continue to be used as required The school will seek to minimize the numbers of different individuals employed by utilizing longer assignments Such staff will be expected to comply with the school's controls for managing Covid <ul style="list-style-type: none"> Teacher trainees may be employed if this is appropriate Staff taking leave involving foreign travel Staff will be made aware that the government has set a requirement for people returning from some countries to quarantine for 10 days on their return. Staff will also be reminded there may be risk of return travel being disrupted by COVID-19). Volunteers <ul style="list-style-type: none"> Volunteers will invited in following guidelines and adherence to bubbles under C Szadsowski supervision Checking and risk assessment processes will be followed 				
Trips Education visits (pg.47) Schools can undertake domestic residential education visits from 17 th May. Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time. You should keep children within their consistent groups (bubbles) for the purpose of the visit. Only teachers and members of staff who are already part of the established school bubble should accompany pupils on the visit, and do not count towards the bubble size. Parents, carers or volunteers should not accompany trips. We recommend that schools do not go on any international visits this academic year up to and including 5 September 2021.				
Impact of Control Measures				
State what the impact of the control measures is expected to be.				
Reduced risk of other incidents				
Revised RISK POTENTIAL MATRIX				
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.				
Medium				



RISK ASSESSMENT- Identify hazard		 		
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	External providers			
HAZARDS				
What are the hazards associated with this risk				
External providers not following rules				
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.				
Likelihood of occurrence	High (Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low (remote)	Low	Low	Medium
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)
		Likely Impact		
Risk Response		Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)	
Control Measures				
State what control measures can be put in				
Breakfast and after-school provision & lettings To follow covid guidelines as set out by government <ul style="list-style-type: none"> Breakfast and after-school provision will be operating from 8th March From 17 th May, where wraparound and other extra-curricular activities for children are taking place indoors, they will be able to take place in groups of any number. However, it remains important to continue to minimise mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time they attend the setting. Smaller groups should be considered when it is not possible to do this. When considering appropriate group sizes it will be important to take into account factors such as the recommended occupancy levels of the premises you are operating from and levels of ventilation. <ul style="list-style-type: none"> Lettings of school premises outside school hours are subject to agreement with hirers and compliance with the school's house rules and government guidance on working safely during coronavirus 				
https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak				
There been co-ordination between the school and any on-site contractors in the development and sharing of risk assessments. Only invite in for essential purposes				
Arrangements been put in the place to ensure the findings of the school risk assessment will be shared with visiting workers and/or their employers				
Catering and cleaning arrangements been included in the risk assessment, including in relation to shared equipment as well as social distancing				
We need to see and have a copy of their risk assessments before commencement . Signed off by headteacher				
Staff report concerns if they see something they are not happy about from a Covid risk point of view to line manager				
All other out of school activities, not being primarily used by parents for these purposes, should close for face-to-face provision for the duration of the national restrictions.				
Impact of Control Measures				
State what the impact of the control measures is expected to be.				
Reduced risk of spread during External providers				

Revised RISK POTENTIAL MATRIX	
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.	
Medium	

Cleaning Register



	Pre school	Lunch	After school	After each session	Weekly
Use standard cleaning products to clean and disinfect frequently touched objects and surfaces, including:				x	
Classroom desks and tables	x	x		x	
Bathroom facilities (including taps and flush buttons)	x	x	x		
Door and window handles	x	x	x		
Furniture	x		x		x
Light switches	x		x		
Reception & office desks	x		x		
Teaching and learning aids					x
Computer equipment (including keyboards and mouse)	x	x			x
Sports equipment			x		x
Toys				x	x
Telephones	x	x			x
Key pads	x	x			
Remove rubbish daily and dispose of it safely.	x	x	x		

RISK ASSESSMENT- Identify hazard	 												
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	Cleaning related hazards- listed below												
HAZARDS													
What are the hazards associated with this risk Trips and falls over slippery floors CoSHH Materials not stored or used properly Reinfection by improper cleaning regime on surfaces or floors Unawareness of H & S Faulty Electrical Trips over Wiring/ Cables													
Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.													
Likelihood of occurrence	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">High (Probable)</td> <td style="width: 20%; text-align: center; background-color: #ffcc00;">Medium</td> <td style="width: 20%; text-align: center; background-color: #ff0000; color: white;">High</td> <td style="width: 20%; text-align: center; background-color: #ff0000; color: white;">High</td> </tr> <tr> <td style="text-align: center;">Medium (possible)</td> <td style="text-align: center; background-color: #90ee90;">Low</td> <td style="text-align: center; background-color: #ffcc00;">Medium</td> <td style="text-align: center; background-color: #ff0000; color: white;">High</td> </tr> <tr> <td style="text-align: center;">Low (remote)</td> <td style="text-align: center; background-color: #90ee90;">Low</td> <td style="text-align: center; background-color: #90ee90;">Low</td> <td style="text-align: center; background-color: #ffcc00;">Medium</td> </tr> </table>	High (Probable)	Medium	High	High	Medium (possible)	Low	Medium	High	Low (remote)	Low	Low	Medium
High (Probable)	Medium	High	High										
Medium (possible)	Low	Medium	High										
Low (remote)	Low	Low	Medium										
Risk Assessment Matrix	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; vertical-align: top;"> Minor (causes physical or emotional discomfort) </td> <td style="width: 33%; text-align: center; vertical-align: top;"> Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs) </td> <td style="width: 33%; text-align: center; vertical-align: top;"> Major (causes major physical injury, harm or ill health both mental and physical) </td> </tr> <tr> <td colspan="3" style="text-align: center; padding: 10px;"> Likely Impact </td> </tr> </table>	Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)	Likely Impact								
Minor (causes physical or emotional discomfort)	Severe (causes physical injury or illness requiring first aid or longer lasting emotional needs)	Major (causes major physical injury, harm or ill health both mental and physical)											
Likely Impact													
Risk Response	Treat By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)												
Control Measures													
Trips and falls over slippery floors Signage put out in areas when mopped Signs to be in eye line Wring mops to reduce excess water on surfaces Children using corridors out of hours to be supervised													
CoSHH Materials not stored or used properly Children using corridors out of hours to be supervised Only use COSHH registered materials Keep list of hazardous materials Site manager to oversee training and day to day inspections													
Reinfection by improper cleaning regime on surfaces or floors Use of coloured cloth systems Use washer dryer regularly to clean Complete yearly audit with Brackne;; First Aid and Welfare lead overseeing hygiene in all areas													
Unawareness of H & S Staff to sign yearly H & S audit indicating they have read policy and R Asst Staff to request extra training													
Faulty Electrical Children to not use electrical equipment Annual PAT in place													

Trips over Wiring/ Cables

Children out of hours to be supervised

Cleaning staff to be aware of surroundings to reduce cable length and height from floor

Impact of Control Measures
reduced chance to spread disease or cause issues with cleaning regime
Revised RISK POTENTIAL MATRIX
Medium

Risk Responses



Responses to risk can be divided into four response categories (plus Take the opportunity):

Transfer	For some risks the best response may be to transfer them. This might be done by conventional insurance, or it might be done by paying a third party to take the risk in another way. This option is particularly good for mitigating financial risks of risks to assets.
Tolerate	The exposure may be tolerable without any further action being taken. Even if it is not tolerable, ability to do anything about some risks may be limited, or the cost of taking any action may be disproportionate to the potential benefit gained. In these cases the response may be toleration. This option may be supplemented by contingency planning for handling the impacts that will arise if the risk is realised.
Treat	By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)
Terminate	Some risks will only be treatable, or containable to acceptable levels, by terminating the activity. It should be noted that the option of termination of activities may be severely limited in the public sector when compared to the private sector; a number of activities are conducted in the public sector because the associated risks are so great that there is no other way in which the output or outcome, which is required for the public benefit, can be achieved.
Take the opportunity	This option is not an alternative to those above; rather it is an option which should be considered whenever tolerating, transferring or treating a risk. There are two aspects to this. The first is whether or not at the same time as mitigating threats, an opportunity arises to exploit a positive impact. The second is whether or not circumstances arise which, whilst not generating threats, offer positive opportunities – for example a drop in the cost of goods or services might free up resources for redeployment.

Risk Register



Category	Sub category	Specific	Likelihood (5=high, 1=low)	Impact (5=high, 1=low)	Response (transfer, tolerate, treat, or terminate)	Control procedures and target date
Strategic	School objects risk	School receives unfavourable Ofsted report	2	4	Treat	School Improvement Plan, Ofsted
	Natural disaster risk	Risk of the impact an uncontrollable event will have on the charity e.g. fire, flood	1	5	Transfer/Treat	Regular Fire Drills; insurance; Bonitas and Critical Incident/Business Continuity plans
	Technology risk	Information security risk	3	4	Treat	Internet use policy; Acceptable Use Policy; IT Technical support; Social Networking protocol
		Virus risk/corruption of data risk	2	2	Treat	Virus Protection; Technical support
		IT systems out of date / no longer supported	4	1	Treat	Budget priority; continuous monitoring of IT
Public profile	Fraud risk	Fraud discovered at the School attracts bad publicity	1	3	Treat	Finance Procedures; External Audit; RO; Fraud policy
Human	Management risk	Key person loss/succession Risk- SLT	2	5	Treat	Succession Plan; appraisals
		Key person loss/succession Risk- Finance Manager	2	5	Treat	Links to finance at LA, Office staff to shadow, Training for HT and external verification by auditors
	Staff risk	Key person loss/succession (children working with children)	2	3	treat	Succession plans,
		Staff employed unsuitable to work with children	2	5	Treat	Appraisals, Training (GB and staff); DBS checks, SCR checks, employment checks, HR advice
		External agencies unsuitable to work with children	2	5	Treat	Training (GB and staff); DBS checks, SCR checks, Collect recruitment docs from agencies
		No ELSA employed	5	3	tolerate	No ELSA employed Full time at moment. Look to employ counsellor
Fixed asset	Skills risk	IT Technical capability risk	1	4	Tolerate	IT Training for staff
	H & S risk	Fatality/injury to	1	5	Tolerate	Insurance; Risk assessments, H & safety reviews and inductions, Termly updates to staff
	Fraud risk	Risk that assets are misappropriated	1	3	Tolerate	Asset Checks; Systems of delegation, SVFS
Funds risk	Level of additional High needs block funds	Risk that fund levels are too low	2	4	Tolerate	Keep updated with information from LA, Keep BONITAS Up to date, Complete financial monitoring and business cases , robustly keep information, attend head meetings and seek sources of information, proactively seek EHCP with SENDCO and funding sources that support profile of catchment.
	Funding received from government overall	Risk that fund levels are too low to meet needs of outgoing	2	4	Tolerate	Ensure 5% approach to budget maintained (ability to keep other 2.5% in not spending pot to use in June) Complete financial monitoring and business cases , robustly keep information, attend head meetings and seek sources of information,