

# JPCE RISK ASSESSMENT



Version 22

Jennett's Park

Current Iteration 23.8.21 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

[Schools COVID-19 operational guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/schools-covid-19-operational-guidance)

[Contingency framework: education and childcare settings \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/531117/contingency-framework-education-and-childcare-settings.pdf)

<https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/>

We are moving to Phase 4 of reopening on 16th August

## **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.

## **Essential measures include:**

- a requirement that people who are ill stay at home
- 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 when required
- formal consideration of how to reduce contacts and minimise the potential for contamination so far as is reasonably practicable

## **Safety tests-**

1. Work with national guidance

Monitor closely so aware if thresholds of

-5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period;

-10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period

2. When the above thresholds ( 5 children in a class or 10% of school ) are reached JPCE to review and reinforce the testing, hygiene and ventilation measures they already have in place.

- 3 Make certain that no staff or children attend if they have symptoms of coronavirus

4. 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.

- 5 Ensure that if a child becomes unwell with Covid-19 symptoms while at school they are looked after

6 That high quality remote learning in place for those needing to work from home

7 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.

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

9 Continue enhanced clean regularly all frequently touched surfaces using detergents and disinfectant.

10 Ensure information is communicated clearly

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

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

# 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 spreading virus due to outbreak in school or community
d	Contact of shared resources resulting in indirect transmission of the virus
e	Emotional distress of the children and staff
f	Lack of Communication which leads to misunderstandings, poor social distancing and transmission of virus
g	External providers & Wraparound care

**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.**

<b>Likelihood of occurrence</b>	High ( Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low ( remote)	Low	Low	Medium

<b>Risk Assessment Matrix</b>	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)
	<b>Likely Impact</b>		

**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

**Ensure good hygiene for everyone**

**Respiratory hygiene**

The 'catch it, bin it, kill it' approach continues to be very important.

**Clean hands thoroughly more often than usual**

- Pupils to wash their hands regularly, including
  - o On arrival
  - o On return from breaks
  - o When they change rooms
  - o Before and after eating.
 after using the toilet and any time they cough or sneeze  
 Breaks and lunchbreaks can be extended in the day to allow for adequate handwashing

- Extra soap dispensers in each classroom
- Washing hands posters replaced in all washing areas
- Reminders how to wash hands properly – videos and posters
- Procedure agreed for children to wash hands so thorough hand washing
- Particular arrangements for SEN pupils are in place
- Adequate supplies of tissues are provided
- Lidded pedal operated bins are available in all rooms including classrooms and key locations
- Children bring in own water bottle
- Miltons fluid dispensers for tables and resources
- Use of sanitiser by young pupils supervised re ingestion risk
- 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

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

Staff to wash up own dishes and mugs

Staff to put teatowels to the communal washing bin for these to be washed



**Use of personal protective equipment**

Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on the use <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>

**If required for additional social Distancing Regime**

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.

<b>Impact of Control Measures</b>
State what the impact of the control measures is Better understanding of how to clean hands , look after hygiene and not spread virus
<b>Revised RISK POTENTIAL MATRIX</b>
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	<b>Lack of social distancing in the school resulting in direct transmission of the virus</b>			
<b>HAZARDS</b>				
What are the hazards associated with this risk				
<b>Spread of virus</b>				
<b>Original RISK POTENTIAL MATRIX before control measures are taken to reduce the risk.</b>				
<b>Likelihood of occurrence</b>	High ( Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low ( remote)	Low	Low	Medium
<b>Risk Assessment Matrix</b>		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)
		<b>Likely Impact</b>		
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)		
<b>Control Measures</b>				

State what control measures can be put

**Reducing crossing of contacts initially we will try to stay in Phases, then if necessary reduce contact to Year group bubbles to classes**

Assemblies to remain online or in Phases if inside.

Whole school outdoor events can be considered but spacing should be factored in

No one way system around site

#### Keep occupied spaces well ventilated

When school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained.

We have identified any poorly ventilated spaces as part of our risk assessment and taken steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, school plays.

Mechanical ventilation is a system that uses a fan to draw fresh air or extract air from a room. - we have none in JPCE. We have fans and air conditioning which are regularly serviced.

Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).

Staff should balance the need for increased ventilation while maintaining a comfortable temperature.

#### Seating

We have at this level no need for a set layout in room or for them to be to be entirely forward facing or in rows unless cases start rising. That this was never our philosophy in eyfs or y1 where freeflow groups were always in use.

#### Meals in classroom

Children may bring packed lunch – packed lunches kept under children's tables with bags

Lunches option brought to room

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.

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.

review end of October

#### **If required for additional 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

#### 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 to lunch and break times in place for shared areas

#### Seating & classroom layout

If cases rise we will consider moving to side to side seating, then to forward facing rows.

Children to use same desk each day

Bags, coats and lunchboxes kept under children's tables

One child allowed to go to toilet at a time

Classes allocated their own toilet blocks and toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet

#### Regarding sports

- 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



#### Entrance

If required we will reintroduce the one way system around school with 2 metre markers. Entrance by main gate, Exit by front gate. This is not in use at this time.

SLT to be on duty to supervise

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

**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.**

<b>Likelihood of occurrence</b>	High ( Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low ( remote)	Low	Low	Medium

<b>Risk Assessment Matrix</b>	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)
	<b>Likely Impact</b>		

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

**Staff in primary schools, should test themselves using LFD twice a week at home until the end of September, when this will be reviewed.**

Testing remains important in reducing the risk of transmission of infection within schools. That is why, whilst some measures are relaxed, others will remain, and if necessary, in response to the latest epidemiological data, we all need to be prepared to step measures up or down in future depending on local circumstances.

**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

**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 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.

**Testing**

Those who test positive should isolate, take a confirmatory polymerase chain reaction (PCR) test, and continue to isolate if the result is positive.

Schools and colleges will need to be prepared to implement high-quality blended learning arrangements so that any child who is well enough to learn from home can do so.

Under-18s, irrespective of their vaccination status, and double vaccinated adults will not need to self-isolate if they are a close contact of a positive case. They will be strongly advised to take a PCR test and, if positive, will need to isolate.



**Confirmatory PCR tests**

Staff and pupils with a positive LFD test result should self-isolate in line with the stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection. They will also need to get a free PCR test to check if they have COVID-19.

Whilst awaiting the PCR result, the individual should continue to self-isolate.

If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms.

**Supply teachers and other temporary or peripatetic teachers**

- o Will continue to be used as required
- o Such staff will be expected to comply with the school's controls for managing Covid

**Volunteers**

- o Volunteers will invited in following guidelines and adherence to bubbles under C Szadowski supervision
- o Checking and risk assessment processes will be followed

**Trips**

Schools can undertake domestic residential education visits. Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time. . Parents, carers or volunteers can accompany trips.

**If required for additional social Distancing Regime**

**We cover the possibility if we are required to reduce**

- residential educational visits
- open days
- transition or taster days
- parental attendance in settings
- live performances in settings

Local authorities, DsPH and HPT's may recommend these precautions in individual settings or across an entire area

**Office zones reduce footfall**

**Remote education**

High-quality remote learning in schools, further education and higher education settings should be provided for all pupils and students if: they have tested positive for COVID-19 but are well enough to learn from home; or

- attendance at their setting has been temporarily restricted

On-site provision should in all cases be retained for vulnerable children and young people and the children of critical workers. If settings have to temporarily stop onsite provision on public health advice, they should discuss alternative arrangements for vulnerable children and young people with the local authority. Full detail on remote education expectations and the support available to schools and FE providers is available at [Get help with remote education](#).

Education workforce If restrictions on child, pupil and student attendance are ever needed, leaders of childcare and education settings will be best placed to determine the workforce required onsite and if it is appropriate for some staff to work remotely.

Employers should have regard to the guidance on clinically extremely vulnerable people.

Impact of Control Measures						
State what the impact of the control measures is expected to be.						
Better zoning for poorly children						
<b>Revised RISK POTENTIAL MATRIX</b>						
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.						
<b>Medium</b>						





School to have enough staff to cover if any staff member needs to go home after developing symptoms / needing to isolate 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

Support staff may be used to support catch-up provision or targeted interventions if appropriate

Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of teacher

Any proposed changes in role or responsibility will be discussed and agreed with the member of staff

The Education Endowment Foundation (EEF) has published guidance to help settings make the best use of their teaching assistants.

The school consult formally on directed time arrangements for teachers and publish an overall school calendar and individual directed time calendars

The school will review and identify additional support for newly and recently qualified staff, staff new to the school, and any staff anxious

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

**If required for additional social Distancing Regime**

Designated “staff areas” areas for different groups of staff – maybe rota for same area if needed

Ensure staff are aware and understand any social distancing plans (where practicable) which have been put in place

If required to isolate understanding to those teaching at home to be offered additional support and adaptations where possible to meet online remote standards

Move all meetings to online

Reduce additional meetings / review directed time allocations

**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. Staff supported and wellbeing maintained

**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	<b>Lack of Communication which leads to misunderstandings, poor social distancing and transmission of virus</b>			
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.				
<b>Likelihood of occurrence</b>	High ( Probable)	Medium	High	High
	Medium (possible)	Low	Medium	High
	Low ( remote)	Low	Low	Medium
<b>Risk Assessment Matrix</b>		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)
		<b>Likely Impact</b>		
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            Staff are kept informed and updated about measures in place by email and verbal instruction            Feedback mechanisms in place for communication to and from staff            Staff have regular opportunities to feedback on new arrangements            Guidance for staff on the new rules and routines that will be in place            Parents clearly instructed what you need them to do            Parents are kept informed and updated about measures in place            Parents and staff are clear on hygiene and cleaning expectations            Pupils are kept informed and updated about measures in place            Pupils must tell a member of staff if they begin to feel unwell            Pupils' parental emergency contact details are up to date</p>				
<b>If required for additional social Distancing Regime</b>				
<p>Appropriate Signage reinstalled inside and out            One way system            Parents requested to advise school if their child has symptoms, or is self-isolating,            Parents are informed if there is an outbreak breaching threshold of 5 children or 10% of school community            Names of confirmed or suspected cases of Covid kept confidential            Limit the number of external visitors during school hours            Visitors advised of Covid procedures on booking in</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.				
<b>Low</b>				

RISK ASSESSMENT- Identify hazard					
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		<b>External providers &amp; wraparound care</b>			
<b>HAZARDS</b>					
What are the hazards associated with this risk					
External providers not following rules					
<b>Original RISK POTENTIAL MATRIX</b> before control measures are taken to reduce the risk.					
<b>Likelihood of occurrence</b>	High ( Probable)	Medium	High	High	
	Medium (possible)	Low	Medium	High	
	Low ( remote)	Low	Low	Medium	
<b>Risk Assessment Matrix</b>		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)	
		<b>Likely Impact</b>			
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)		
<b>Control Measures</b>					
State what control measures can be put in					
<b>Lettings</b>					
To follow covid guidelines as set out by government					
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					
<b>Breakfast and after-school provision</b>					
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.					
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.					
<a href="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">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</a>					
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					
We need to see and have a copy of their risk assessments before commencement . Signed off by headteacher					
Catering and cleaning arrangements been included in the risk assessment, including in relation to shared equipment as well as social distancing					
<b>Impact of Control Measures</b>					
State what the impact of the control measures is expected to be.					
Reduced risk of spread during External providers					
<b>Revised RISK POTENTIAL MATRIX</b>					
The risk rating above has been determined in accordance with the table below following the implementation of the Control Measures mentioned above.					
<b>Low</b>					

# 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	Inclined 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 temperature check on arrival
	15	13.10.20	Change to EYFS tab and entry / exit details. Moved change log to front
	16	4.11.20	Adjusted first page . Additions to entry to site requesting adults to wear a mask. Information on Clinically Extremely Vulnerable and those deemed high risk. Removal of duplications. Remove need to have spots on floor for spacing inside unless children need as teaching point. Minor adjustments to layout . Section about external rentals not linked to after school provision to be stopped all else to continue . Removal of mention of summer/ start of term . Expansion on Volunteer use. No extra visitors needed in EYFS . Expansion on music section
	17	4.1.21	Adjustment of information for Tier 4. Rationale on asking for children to educate at home if at all possible. Latest numbers. Removal of clubs running from school and after school care from site. Volunteers not attending. Other visitors not attending . School visits not going ahead. Changed ratings to high as lack of supporting information for decision making. Change so cover not in more than one bubble per 2 day period
	18	1.3.21	Adjust first page. Lower risk rating on page a,c, e, g, I,m , n , q,r, u removed Mr Clarkes name in pe log h , updated page t for new drop off via front of school , removed zoom choir comments , Added local area visits permitted under risk assessment on w , Allowing visitors to restart on tab x, permission to restart clubs and lettings on tab y , Additional guidance on EYFS tab g , Additional guidance tab v on KS1 and 2 learning priorities and Elective home education , Additional guidance re facecoverings on tab N , reducing isolation to 10 days not 14, Extra information on tab i regarding music, additional reflection of needs support on tab L.
	19 & 20	10.5.21 and 13th May	Changed first page. Dropped need to always wear a mask on site . Removed sections re only one parent on site. Removed sections relating to face coverings. Removed commentary re shielding .Lowered risk rating on appropriate slides. Updates to page a, e, f, g, I t, u , v,w, x, y
	22	23.8.21	<b>Reduced guidance in reflection of moving to phase 4. Explaining the graduated increase if thresholds met</b>



## Cleaning Register



	Pre school	Lunch	After school	After each session	Weekly	half termly
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	
Light switches			x			
Reception & office desks	x		x			
Teaching and learning aids					x	
Sports equipment					x	
Toys				x	x	x
Telephones		x			x	
Key pads	x	x				
Remove rubbish daily and dispose of it safely.	x	x	x			





# Risk Responses



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

<b>Transfer</b>	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.
<b>Tolerate</b>	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.
<b>Treat</b>	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)
<b>Terminate</b>	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.
<b>Take the opportunity</b>	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 does 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 Fraud risk	Fatality/injury to Risk that assets are misappropriated	1 1	5 3	Tolerate Tolerate	Insurance; Risk assessments, H & safety reviews and inductions, Termly updates to staff 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,	

