



COVID-19 Schools Risk Assessment – September 2020

Addendum 1: Preparation for full opening of schools

It is the government's plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term.

The government guidance is based on their findings that:

- severity of disease in children – there is high scientific confidence that children of all ages have less severe symptoms than adults if they contract coronavirus
- the age of children – there is moderately high scientific confidence that younger children are less likely to become unwell if infected with coronavirus

All COVID-19 risk assessments must be reviewed prior to the beginning of autumn term; any changes must be communicated to staff members.

	Identify the Hazards (anything that may cause harm)	Who may be harmed and how	Assess the Severity	Control measures	Assess the Likelihood	What is the Risk Rating	Further Action Required
	Revision Status: Rev. 1 Created 03.07.2020 in Black Rev. 2 Updated 16.07.2020 in Green Rev. 3 Updated 03.08.2020 in Blue Local control measures in Red						
	Systems of control - Prevention						
1	School Buildings			Class sizes can return to normal and spaces used by more than one group will be cleaned between use.			

	Increased risk to staff and pupils due to lack of compliance	Pupils and staff	High	<p>The usual pre-term building checks will be undertaken prior to opening for autumn term such as,</p> <ul style="list-style-type: none"> Hot and cold water systems Gas safety Fire safety Kitchen equipment Security <p>Schools will continue with testing and statutory compliance checks as well as maintenance</p> <p>HSE GUIDANCE: https://www.hse.gov.uk/coronavirus/working-safely/index.htm</p>	Infrequent	3	
	Air Conditioning	Pupils and staff	High	<p>https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</p> <p>there are no air conditioning units in school</p>	Infrequent	N/A	
	Increased risk of electrical shock	Pupils and staff	Moderate	Schools to consider electrical items taken off site when conducting their annual portable appliance testing	Infrequent	2	
	Increased risk of transmission	Pupils and staff	High	School will ensure good ventilation for example, by opening windows	Infrequent	3	
	Lack of available keyholders during emergencies	Pupils and staff	Moderate	Schools to update key holder information if necessary	Infrequent	2	
	Increased risk of transmission	Pupils and staff	High	<p>Schools to continue with visitors arriving outside of school hours where possible.</p> <p>All visit where possible outside of school hours.</p>		3	

				<p>Parents will only be invited onto the premises when this is necessary for pupil well-being.</p> <p>Payments to schools should be taken by contactless methods wherever possible.</p> <p>We are in the process of introducing parent pay.</p>			
2	<p>Personal Hygiene</p> <p>Lack of hand washing and hand sanitiser stations</p>	Pupils and staff	<p>Critical</p>	<p>The school will ensure there are sufficient hand washing and hand sanitising stations available to pupils and staff so that they can clean their hands regularly.</p> <p>Handwashing before school and before and after all breaks.</p> <p>Communication to parent to encourage hand washing before leaving home and on return from school.</p> <p>Young pupils and pupils with complex needs will be supervised during the use of hand sanitiser</p> <p>The dangers of hand sanitiser will be explained to students on a regular basis</p>	Occasional	4	
2	<p>Educational Visits</p>	Pupils and staff	<p>High</p>	<p>In the autumn term schools can resume non-overnight domestic educational visits in the autumn term.</p> <p>This should be done in line with protective measures, such as;</p> <ul style="list-style-type: none"> • keeping children within their consistent group • ensuring coronavirus (COVID-19) secure measures are in place at the destination. • thorough risk assessments completed 	infrequent	2	

				Schools should consult the health and safety guidance on educational visits when considering visits.			
3	Respiratory Hygiene Lack of good respiratory hygiene	Pupils and staff	Critical	<p>The school will promote the ‘catch it, bin it, kill it’ approach to pupils and staff</p> <p>The school will ensure they have enough tissues and bins available around the school</p> <p>Young pupils and pupils with complex needs will be supervised and helped to get this right</p> <p>A further risk assessment should be conducted for those pupils who spit uncontrollably or use saliva as a sensory stimulant, to support the pupils and staff and is not a reason to deny these pupils face to face education (currently no pupils in the category of need).</p>	Occasional	4	
3	Shared resources Increased risk for transmission due to multiple handling	Pupils and staff	High	<p>During the summer term, their use was minimised, or moved out of classrooms, and extra cleaning took place. That position has now changed for the autumn term.</p> <p>For frequently used items such as pens and pencils, staff and pupils should have their own items and they should not be shared.</p> <p>Classroom based resources such as books and games can be used and shared within the bubble.</p>	Occasional	4	Discussion with In2Sport provider about the non-sharing of items between groups on a Wednesday pm

				<p>Cleaning of these items will take place regularly along with frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>See also IN2Sport RA</p> <p>Outdoor play equipment will be more frequently cleaned along with inside and outside resources.</p>			<p>Review of play equipment needed. Consider weekly rota to reduce necessity for cleaning between bubbles.</p>
3	<p>Resources going back and forth</p> <p>Increased risk of transmission</p>	Pupils and staff	<p>High</p> <p>High</p>	<p>Pupils will only bring essentials items into school such as, lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.</p> <p>Pupils to come dressed for sport on PE days.</p> <p>Pupils and teachers can take books and other shared resources home, unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.</p> <p>Continue with reading book quarantine box. Returned to general use on Monday mornings.</p> <p>Resources will be cleaned frequently and meticulously and always between bubbles or rotated to allow them</p>	<p>Frequent</p> <p>Occasional</p>	<p>4</p> <p>4</p>	

				to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.			
3	Outdoor equipment Increased risk of transmission due to lack of proper cleaning	Pupils and staff	High	Outdoor equipment to be cleaned between uses by separate bubble/groups. Plastic or metal play equipment should be cleaned between use by bubble/groups/groups by spraying with a combined detergent disinfectant solution (at a dilution of 1,000 parts per million available chlorine) or a household detergent followed by disinfection and then wiping off any residue with paper towels which should be disposed of in general waste bins. Rotation of playground at lunch time to ensure that there is only one bubble on the play equipment at any one time. Timber and other types of play equipment that may be more difficult to wipe over, should be sprayed with a combined detergent disinfectant solution or a household detergent followed by disinfection with particular attention paid to high touch areas such as hand rails etc. The cleaning solution should either be wiped off with paper towels or adequate time should be allowed for the cleaning solution to evaporate prior to the equipment's next use. The cleaning solution should be at a dilution of 1,000 parts per million available chlorine	Frequent	4	
5	Extra-curricular provision	Pupils and staff		Schools to consider resuming any breakfast and after-school provision where possible from the start of term.			Discussion with The Avenue about how they might

	Wrap around care		High	<p>Schools to consider how they can make such provision work alongside their wider protective measures;</p> <ul style="list-style-type: none"> keeping pupils within their year groups or bubbles where possible <p>Schools to ask parents to limit the number of wraparound providers they access as far as possible.</p> <p>Currently The Avenue is our sole provider as Sunflowers are only offering their service to Great Bedwyn school. We have no breakfast or after school club on site.</p>	Occasional	4	maintain distancing if not siblings from different bubbles
			High	<p>Resources used for wrap around care will be subject to the same cleaning as classrooms with increased cleaning or isolation of 48hrs (72 hrs for plastics)</p> <p>Where possible pupils will be kept in the same bubbles</p>	Occasional	4	
7	Pupils who attend more than one setting			<p>Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school.</p>		N/A	
	Increased risk of transmission	Pupils and staff	High	<p>Schools will collaboratively work through systems of control, addressing any risks identified.</p> <p>Not currently applicable.</p>	Occasional		
7	Concerns from staff about returning to school			<p>It is expected that after the relaxation of shielding measures from 01 August, that most staff will return to school.</p> <p>It remains the case that wider government policy advises those who can work from home to do so, such</p>			Review WFH arrangements with administrative staff member. Arrive at safest working practice whilst maintaining the

				<p>as administrative staff. Schools leaders should consider what is feasible and appropriate.</p> <p>In primary schools, the ability to maintain social distance is dependent on the age and maturity of the pupils in the class.</p> <p>All schools will carry out an individual risk assessment for each member of staff who is within a vulnerable group or who has significant risk factors. As a minimum we would expect risk assessment for individuals in the following categories;</p> <p>Aged 70 or over BAME (if also considered vulnerable) Clinically Vulnerable Extremely Clinically Vulnerable</p> <p>This is to ensure that social distancing and hygiene precautions are understood and can be maintained in the classroom and around school. Note: when working with the younger children in a primary setting, additional stringent measures will need to be in place to assure social distancing, as in these classes / settings, children themselves cannot socially distance.</p> <p>Any existing individual risk assessments should be reviewed prior to September.</p>			<p>key roles that are performed on site.</p> <p>Review JP RA prior to September.</p>
		Clinically vulnerable staff	High	<p>Where schools apply the full measures in the government guidance, the risks to all staff will be mitigated significantly, we expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care</p>	Occasional	4	
		Extremely clinically vulnerable	Critical	<p>Individuals who are considered to be extremely clinically vulnerable and received a letter advising</p>	Occasional	N/A	

		staff		<p>them to shield are now advised that they can return to work from 1 August as long as the workplace is COVID secure, but carry on working from home if you can. No extremely clinically vulnerable staff employed at present.</p>			
		Living with extremely clinically vulnerable people	Moderate	<p>School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. Not currently applicable.</p>	Infrequent	N/A	
		Pregnant staff	High	<p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. Not currently applicable.</p>	Occasional	N/A	
		Staff at increased risk	High	<p>As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance (see above).</p> <p>Staff within their third trimester are advised to be particularly attentive to social distancing</p>	Occasional	N/A	
		Living with people of increased risk	Moderate	<p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report.</p> <p>Schools to discuss staff members concerns, explaining the measures the school has put/or will put in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.</p>	Infrequent	2	

	Staff to staff interaction increases the risk of transmission		Critical	<p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p> <p>Any member of staff travelling abroad should inform the Principal as they will need to follow appropriate quarantine arrangements</p> <p>No physical contact. It is important to maintain social distance for staff wherever possible.</p> <p>Maximum of 4 staff members in the staff room at any one time. Staff meetings to be held in hall and consider the continued use of TEAMS (recorded) for all staff meetings.</p> <p>No close contact activities.</p>	Infrequent	2	
8	<p>People who attend multiple sites</p> <p>Increased risk of transmission</p>	Pupils, staff and visitors	High	<p>Parents are not allowed on site without an appointment</p> <p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools, ensuring they minimise contact and maintain as much distance as possible from other staff.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p> <p>School to ensure that guidance on physical distancing and hygiene is explained to visitors on for before arrival.</p>	Frequent	4	Consider amendment to leaflet given to visitors to include Covid Secure information.
				Occasional	4		

				<p>Signage in place and information given at the front desk by admin officer.</p> <p>Schools will ensure that Contractors completing work on site will where possible, do so outside of school hours.</p> <p>School to ensure that guidance on physical distancing and hygiene is explained to visitors on for before arrival</p> <p>Contractors must notify the premises staff (or receptionist) of all areas visited, in order that these can then be thoroughly cleaned</p> <p>A record of all visitors to school will be kept.</p>	Occasional	4	
9	<p>Concerns from pupils about returning to school</p> <p>Self-isolating concerns</p>	Pupils	Low	<p>In primary schools, pupils for whom shielding has been paused on 1.8.20, can attend school as long as an individual RA has been completed, and agreed/shared with parents, and the school is confidently able to ensure the pupil can maintain social distancing and appropriate hygiene arrangements. This will depend on the age of the pupil, the physical spacing and capacity of the school. Where a pupil is unable to attend school we expect schools to be able to immediately offer them access to remote education.</p> <p>Only pupils who are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) will be self-isolating.</p>	Occasional	2	RA for LH to be written. NJ and classteacher.

	Shielding concerns	Pupils	Moderate	<p>Shielding advice for all adults and children will pause on 01 August.</p> <p>This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.</p>	Occasional	3	
		Clinically extremely vulnerable from 1 August	Moderate	<p>From the 1 August the government will be advising that shielding will be paused.</p> <p>From this date, the government is advising you to adopt strict social distancing rather than full shielding measures.</p> <p>In practice, this means that if you are clinically extremely vulnerable from 1 August:</p> <ul style="list-style-type: none"> • you can return to your childcare, school, college or university. • You should remain careful and take extra care to maintain social distancing. • Where possible, you should wash your hands regularly with soap and water for 20 seconds or use hand sanitiser. • If you are school-age then you are allowed to go to school if: <ul style="list-style-type: none"> • your parents or guardians are <u>critical workers</u> • you have a social worker or an education health care (EHC) plan • the government has said that your year group are eligible to return <p>Schools will complete risk assessments for pupils identified as at greater risk</p>	Occasional	3	

	Anxiety about returning to school	Pupils under the care of specialist health professionals	High	<p>Pupils no longer required to shield, but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September.</p> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below).</p> <p>Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p>All other pupils must return to school.</p>	Occasional	4	
	Anxiety about returning to school	Pupils	High	<p>This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p> <p>Schools will identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them.</p> <p>Schools will communicate clear and consistent expectations around school attendance to families.</p>	Occasional	4	

				<p>Schools can use the additional catch-up funding as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance.</p> <p>Schools will work closely with other professionals as appropriate to support the pupils return to school.</p> <p>See DfE - Supporting pupil and student mental wellbeing</p>			
10	<p>Physical activity in schools</p> <p>Increased risk of transmission during school activities</p>	Pupils and Staff	<p>High</p>	<p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</p> <ul style="list-style-type: none"> • Pupils should be kept in consistent groups • Sports equipment cleaned between each use by individual groups • Contact sport avoided <p>Schools should consider how to reduce the risk, particularly where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance.</p> <ul style="list-style-type: none"> • 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 • ensuring good ventilation 	Occasional	4	See above for In2Sport

			<p>High</p> <p>Use of sand trays is possible if cleaned and dried between different groups</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.</p>	Frequent	4	Communication to parents re: importance of having appropriate kit for outdoor sports.
			<p>High</p> <p>Schools can work with external coaches, clubs and organisations for curricular and extracurricular activities when they are satisfied it is safe to do so. Schools to consider how such arrangements can work within their wider protective measures.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing. School to implement 10 minutes of daily activity and 1 PE lesson.</p>	Occasional	3	Kits in a range of sizes purchased with sports grant so that children who do not have kit are not penalised. These will be sent home for full washing before returning.
11	Use of PPE	Pupils and staff	<p>Moderate</p> <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work., even if they are not always able to maintain a distance of 2 metres from others.</p> <p>Wearing a face covering or face mask in schools or other education settings is not recommended.</p> <p>Schools should therefore not require staff, children and learners to wear face coverings.</p>	Infrequent	2	

	Increased risk of transmission	Pupils and staff	High	<p>PPE is only needed in a very small number of cases:</p> <ul style="list-style-type: none"> • where an individual child, young person or other learner becomes ill with coronavirus (COVID-19) symptoms and only then if a distance of 2 metres cannot be maintained • where a child, young person or learner already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used <p>The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is as follows:</p> <ul style="list-style-type: none"> • a face mask should be worn if a distance of 2 metres cannot be maintained • if contact is necessary, then gloves, an apron and a face mask should be worn • if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting, then eye protection should also be worn <p>If a member of staff wishes to wear a face covering, they will not be prevented from doing so.</p>	Occasional	4	
12	Transport Increased transmission risk due to confined space	Pupils and Staff	High	<p>Dedicated Transport – only available to schools The schools will consider;</p>	Infrequent	3	HT to speak to transport provider so that they are able to separate non-siblings into bubbles within the

	<p>Increase transmission risk due to possible lack of distancing and confined space</p>	<p>Pupils and staff</p>	<p>Critical</p>	<ul style="list-style-type: none"> • how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school • use of hand sanitiser upon boarding and/or disembarking • additional cleaning of vehicles • organised queuing and boarding where possible • distancing within vehicles wherever possible • the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet <p>Schools will decide on an approach which will reflect the range of measures that are reasonable in their different circumstances.</p> <p>Schools to work closely with local authorities who have a statutory responsibility for ‘home to school transport’ for many children and local transport providers to ensure sufficient bus service provision.</p> <p>Risk Assessments to be provided by transport providers</p> <p>No children currently use public transport to get to school.</p> <p>Public Transport – also used by general public</p> <p>Face coverings to be worn at all times for adults and children over the age of 11</p> <p>Pupils use of public transport, particularly in peak times, should be kept to an absolute minimum.</p> <p>Schools will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours.</p>	<p>Frequent</p>	<p>N/A</p>	<p>scope of the transport provided.</p>
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				<p>Schools will encourage parents, staff and pupils to walk or cycle to school if at all possible.</p> <p>Local authorities are being asked to;</p> <ul style="list-style-type: none"> urgently work with schools to survey parents on their typical routes to school and potential alternatives consider a range of options for shifting demand for public transport onto other modes consider using traffic demand management approaches in order to ensure that children are able to attend school from the start of the autumn term 			
	Pupils arriving at the same time causing greater transmission risk	Pupils and staff	High	<p>Schools to consider staggered start and finish times where possible, keeping bubbles apart as they arrive and leave school. However, this should not reduce the amount of overall teaching time.</p> <p>Staggered starts implemented with consideration to allowing siblings within different bubbles to maintain the same timetable.</p> <p>Only 106 pupils on site which limits transmission risk.</p> <p>Pupils and staff must wash their hands or use hand sanitiser immediately on arrival.</p>	Occasional	4	
	Increased risk due to lack of knowledge in safe use of PPE	Pupils	High	<p>Pupils must be instructed not to touch the front of their face covering during use or when removing it.</p>	Frequent	4	

				<p>Schools should have a process for removing face coverings when pupils and staff who use them arrive at school.</p> <p>Pupils and staff must wash their hands or use hand sanitiser immediately on arrival.</p> <p>Temporary face coverings must be disposed of in a covered bin.</p> <p>Reusable masks should be placed in a plastic bag they can take home with them.</p> <p>Hands should be then washed again before heading to their classroom.</p> <p>All staff to undergo safe use of PPE training</p> <p>School procedure document in place and shared with all staff.</p>			
13	<p>Spreading Covid-19</p> <p>Contact with individuals who are unwell</p>	Pupils and Staff		<p>The school will ensure that pupils, staff and other adults do not come into the school if they have covid-19 symptoms or have tested positive in the last 10 days.</p> <p>All persons with covid-19 symptoms are eligible and must get tested.</p> <p>We will ensure that anyone developing those symptoms during the school day is sent home.</p>			
13	<p>Management of confirmed Covid-19 cases</p>	Pupils and staff	Critical	<p>Schools will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19).</p> <p>Schools will contact the local health protection team.</p>	Occasional	4	Decision as to who is the point of contact with test and trace still to be made.

			<p>The health protection team will contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take.</p> <p>Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious.</p> <p>A template letter will be provided to schools, to send to parents and staff if needed.</p> <p>Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms.</p> <p>If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’.</p> <p>They should get a test, and:</p>			
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			<p>if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</p> <p>if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</p> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Schools will have active engagement with NHS Test and Trace, and appoint a member of staff to liaise</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p> <p>Schools will make a list of all persons who the affected person has been in contact with, these pupils are to be monitored for symptoms throughout the following two weeks.</p> <p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have</p>			
	Containing an outbreak		Critical	Infrequent	3	

				an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.			
13	Attendance Expectations Lack of attendance resulting in falling further behind	Pupils	Moderate	In March it was made clear that no parent would be penalised or sanctioned for their child's non-attendance at school. The situation has now changed. Schools to ensure parents and pupils are aware that attendance is mandatory from the beginning of the autumn term.	Occasional	3	Include this information again in first letter to parents.
14	Cleaning Contamination through frequently touched surfaces Increased risk of contamination from infected surfaces	Pupils and staff Pupils and staff	Critical Critical	Schools have put in place enhanced cleaning schedule to include; More frequent cleaning of rooms/shared areas used by different groups Cleaning frequently touched surfaces more often No need for different groups of pupils to have toilets allocated, but these areas should be cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet Cleaning after a suspected or confirmed case of COVID-19 – What you need to know <ul style="list-style-type: none"> cleaning an area with normal household disinfectant after someone with suspected coronavirus (COVID-19) has left will reduce the risk of passing the infection on to other people wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, then 	Infrequent Infrequent	3 3	Protocol shared with cleaning company.

				<p>stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished</p> <ul style="list-style-type: none"> • using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles • if an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron • wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning 			
15	<p>Social Distancing</p> <p>Heightened transmission by interaction between bubbles</p>	Pupils and staff	<p>Critical</p>	<p>Minimising contact between people reduces transmission.</p> <p>Schools will keep consistent groups (bubbles) separate and maintain distance between individuals where possible.</p> <p>For younger pupils, the emphasis will be on consistent bubbles</p> <p>For older pupils the emphasis may well be on distancing</p> <p>Schools will make adaptations to the classrooms to support distancing where possible. Seating pupil's side by side and facing forward, rather than face to face.</p>	Frequent	5	

Where necessary bubbles will be increased in size to accommodate pupil numbers, distancing and the full range of curriculum subjects. However, schools should be aware that the implications of this are that more pupils will be effected by the need to self-isolate should one pupil test positive.

School will avoid large gatherings with more than one group.

Pupils (where old enough) should be supported to maintain distance (2m) and not touch staff or peers where possible.

A minimum distance for children:

My personal space (outstretched arm)

Your personal space (outstretched arm not touching) equals social distance.

Bubbles will be kept apart as much as possible

All teachers and staff can operate across different groups in order to facilitate the school timetable.

Staff should avoid close face to face contact and minimise time spent within 1 metre of anyone.

Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care.

	Movement around school causing greater risk	Pupils and staff	High	<p>Staff will where possible, maintain distance and remain at the front of the class.</p> <p>Movement around the school will be kept to a minimum, avoiding creating busy corridors, entrances and exits</p> <p>Schools to consider staggered break and lunch times, allowing time for surface cleaning between bubbles.</p> <p>Children to eat lunch in classrooms. NO hot lunches provided until further notice.</p>	Frequent	4	
	Staff not maintaining distance and causing greater risk of transmission	Pupils and staff	High	<p>Staff will ideally maintain a distance of 2m from other adults.</p> <p>Schools will make adaptations to staffroom to support distancing where possible.</p> <p>Staff must clean surfaces and equipment used as they finish</p> <p>Carry out emergency drills termly as normal, following social distancing as appropriate.</p> <p>During an emergency evacuation people do not have to stay 2m apart if it would be unsafe to do so, but muster points should be socially distanced</p>	Infrequent	3	<p>Revisit use of staffroom guidance and cleaning on TD days in September. Continue to maintain hot water supply in the kitchen.</p> <p>Purchase a kettle for this purpose. *</p>
	Increased risk of transmission	Pupils and staff	High	<p>All people should be required to stay on site once they have entered and not leave unless absolutely necessary during the day to minimise potential of transmission of Covid-19</p>	Occasional	4	

16	<p>Catering</p> <p>Increased risk due to none compliance</p> <p>Increased risk of transmission in dining hall/canteen</p>	<p>Pupils and staff</p> <p>Pupils and staff</p>	<p>High</p> <p>High</p>	<p>School kitchens/meal provision will be fully operational from the start of the autumn term.</p> <p>School kitchens must comply with the guidance for food businesses on coronavirus (COVID-19).</p> <p>Catering is currently brought in by an offsite provider (Sue Brady) stored in the kitchen and then distributed to children. MDSA's will ensure all hygiene protocol is followed; especially handwashing before and after touching food items.</p> <p>Lunches are eaten in classrooms in KS2 (2 separate bubbles) and KS 1 (as a single bubble) in the hall. As this is a combination of 2 bubbles (reception and YR) these will have the added risk mitigation of being sat at a distance of 2m + apart.</p> <p>Where catering is provided on site cutlery provided should be handed out by staff wearing gloves or allocated separately to users and not provided in communal storage where users select their own.</p> <p>Food displays should be protected against contamination by coughing, sneezing, etc.</p> <p>Food and drink should only be consumed in areas that can be suitably cleaned</p>	<p>Occasional</p> <p>Occasional</p>	<p>4</p> <p>4</p>	

				<p>Hand washing facilities or hand sanitiser should be made available before entering a space where people eat and should be used again when leaving.</p> <p>Pupils should sit side by side and ideally all face in one direction when eating Drinking water should be provided with enhanced cleaning routines</p> <p>Payments should be taken by contactless methods wherever possible.</p> <p>Chairs and tables should be cleaning between each use</p> <p>All rubbish and waste should be put straight in the bin by the user and not left for someone else to clear up.</p> <p>All areas used for eating must be thoroughly cleaned at the end of break/bubble, including chairs, door handles, vending machines and payment devices.</p>			
18	School Uniform	Pupils		<p>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p>			
18	Contingency planning for outbreaks		Critical	<p>Process in the event of local outbreaks Government will provide more information on this process in due course.</p>			

20	Early years settings (Pre-School/Nursery)	Pupils and staff	High	<p>From 20 July, early years settings will no longer be required to keep children in small, consistent groups within settings.</p> <p>Settings should still consider how they can minimise mixing within settings, for example where they use different rooms for different age groups, keeping those groups apart as much as possible.</p> <p>We are operating 3 bubbles: Upper KS2: 33 pupils, Lower KS2: 30 pupils and Key stage one (combination of reception class and Year 1 / 2 class) 28 pupils. These classes will only share a space in the case of lunch time and this will be at a 2m distance.</p> <p>All other protective measures should remain in place.</p> <p>Settings should try to be as flexible as possible for parents and carers who work shifts or atypical hours and especially for parents who are critical workers.</p>	Occasional	4	Communication to parents about different drop off and pick up times and allow parents to make a request if timings will adversely affect work /shift patterns.
		Further government guidance contained within Guidance for full opening: schools – published 02 July 2020					
Staff Development	Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly, to welcome back all pupils at the start of the autumn term. Managers will discuss and agree any changes to staff roles with individuals.						
Staff Deployment	It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE’s workload reduction toolkit . DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing wellbeing.						
Supporting Staff	The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available.						

		The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.
Staff Deployment		It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's workload reduction toolkit .
Deploying support staff		The Education Endowment Foundation (EEF) has published guidance on making the best use of teaching assistants to help primary and secondary schools. When deploying support staff flexibly it is important that headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity. Full guidance is provided in part 3 of keeping children safe in education .
Recruitment		Recruitment should continue as usual. We recommend that schools continue to recruit remotely over the summer period. Interviewing remotely may be a new experience for many schools. The DfE teaching blog provides some information on the experience of implementing interviews remotely . When recruiting, schools must continue to adhere to the legal requirements regarding pre-appointment checks. We refer schools to part 3 of the statutory guidance keeping children safe in education . During the summer, safeguarding checks can be carried out remotely as set out in coronavirus (COVID-19): safeguarding in schools, colleges and other providers
Supply teachers and other temporary or peripatetic teachers		Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.
ITT Trainees		This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all legislation and guidance relevant to ITT.
Staff leave		The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK . As would usually be the case, staff will need to be available to work in school from the start of the autumn term
Other support		Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of keeping children safe in education . Under
Curriculum expectations		Key principals that underpin government advice on curriculum planning are: <ul style="list-style-type: none"> • education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. • the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

	<ul style="list-style-type: none"> remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. <p>Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021</p> <p>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Aim to return to the school's normal curriculum in all subjects by summer term 2021. Plan on the basis of the educational needs of pupils Develop remote education so that it is integrated into school curriculum planning Specific points for early years foundation stage (EYFS) to key stage 3 Specific points for Key Stages 4 and 5</p>
Catch-up support	<p>Government have announced a package worth £1 billion to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those that need it most. Government will set out how this funding will be distributed between individual schools shortly.</p> <p>Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools.</p> <p>Alongside this universal offer, we will roll out a National Tutoring Programme, worth £350 million, which will deliver proven and successful tuition to the most disadvantaged and vulnerable young people.</p>
Pupil wellbeing and support	<p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. See DfE - Supporting pupil and student mental wellbeing for</p>
Behaviour expectations	<p>Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at Behaviour and discipline in schools.</p>
Inspection	<p>For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils.</p>
Primary assessment	<p>We recognise that pupils will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that we know the impact of coronavirus (COVID-19) on this cohort of pupils nationally, and can give support to schools that need it the most.</p>

		We are, therefore, planning on the basis that statutory primary assessments will take place in summer 2021.
	Exams	<p>For the summer 2021 exams, we recognise that pupils in years 11 and 13 will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that these pupils are able to catch up and access exams that lead to the qualifications they need to progress. We are, therefore, planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations, including those which will free up teaching time. Ofqual will launch a consultation on proposed adaptations to exams shortly.</p> <p>There will also be an exam series taking place in autumn 2020. Following the cancellation of summer 2020 exams, the exam boards will be providing students with calculated grades (except in some exceptional cases) this summer, which students will use to move onto their next step.</p>

The risk assessment takes into account the revised list of most common symptoms to look out for as updated on the 03 July 2020 as follows:

- A high temperature
- A new, continuous cough
- A loss or change to your sense of smell or taste

This guidance has been written with reference to:

Guidance for full opening: schools – published 02 July 2020

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Minimise contact and maintaining distance – examples from practice

<https://unitedlearning.org.uk/portals/0/unitedthinking/Examples%20of%20protective%20measures.pdf?ver=2020-07-03-192023-697>

Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak – updated 2 July 2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

COVID-19: guidance for young people on shielding and protecting people most likely to become unwell if they catch coronavirus

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/withdrawn-covid-19-guidance-for-young-people-on-shielding-and-protecting-people-most-likely-to-become-unwell-if-they-catch-coronavirus>

Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 – updated 7 July 2020

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

Managing school premises during the coronavirus (COVID-19) outbreak – updated 07 July 2020

<https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>

COVID-19: cleaning in non-healthcare settings – updated 15 May 2020

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

Coronavirus (COVID-19): implementing protective measures in education and childcare settings Updated 1 June 2020

<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>

Likelihood	Severity		1 Very Low	2 Low	3 Moderate	4 High	5 Critical
	Imminent	5	Low	Moderate	High	Critical	Critical
Frequent	4	Low	Moderate	High	High	Critical	
Occasional	3	Very Low	Low	Moderate	High	High	
Infrequent	2	Very Low	Very Low	Low	Moderate	Moderate	
Rare	1	Very Low	Very Low	Low	Low	Moderate	

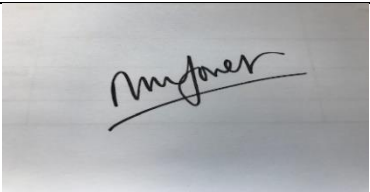
Definition		
Critical	Death, major injuries or ill health causing long term disability or absence from school/work	Stop Activity!

High Risk	Injuries or ill health causing short term disability or absence from school/work	Action must be taken to reduce risk before proceeding
Moderate Risk	Injuries or ill health causing no significant long term effects	Implement all additional precautions
Low Risk	Not likely to result in injury or ill health	Monitor and review on a regular basis
Very Low Risk		Monitor and review on a regular basis

I confirm that the above is a suitable and sufficient risk assessment based on current information.

The risk assessment will be reviewed on a regular basis and whenever anything relevant changes.

All relevant parties will be informed of the outcomes of this risk assessment.

Completed by Principal / Headteacher Name: Niki Jones		Date: 18 th August 2020
Assessed By: Sign	Davina Nicholls <i>D Nicholls</i>	Date: 26.08.2020
CEO Approval Sign	<i>N J Edmondson</i>	Date: 27.08.2020
Date of Review		