

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
----------------------------	--	--------------

## Risk Assessment for full opening- maintained schools

Government guidance states that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term 2020. Schools should **not** put in place a rota

This risk assessment is to be used by both mainstream and alternative provision.

In addition to this schools are expected to also plan for the possibility of a local lockdown and how to ensure continuity of education.

The way the guidance will be implemented will be for schools to decide based on the school's individual circumstances. There are some essential public health requirements, these will be indicated by '**MUST**' do.

There is an expectation that schools work closely with parents, staff and unions when agreeing the best approaches for their circumstances.

Schools **must** comply with health and safety law, which requires them to assess risks and put in place proportionate control measures.

Schools should thoroughly review existing health and safety risk assessments.

<https://www.hse.gov.uk/coronavirus/working-safely/index.htm>

Risk Assessments and Plans		
Theme/key actions/measures/mitigations	Action and Risk measure (low, medium high)	By whom/when
Schools <b>must</b> Review and update existing risk assessments to consider additional risks and control measures	<p><b>Review existing risk assessments:</b>            Ensure COSHH file contains RAs for all new cleaning products where needed.            Review RAs/handling plans for individual pupils with SEND            Review use of outside equipment RA            Review swimming RA            low</p>	<p><b>LD – 01.09.20</b>  <b>SW-M, SL – 01.09.20</b>  <b>SS - 01.09.20</b>  <b>KB – before swimming starts (do not</b></p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
		<b>plan to start at outset of term)</b>
<p>Schools have a legal obligation to protect their employees and others from harm and should continue to assess health and safety risk and consider how to meet equality duties in the usual way</p>	<p>Employers have a legal duty to consult their employees on health and safety in good time. It also makes good sense to involve pupils (where applicable) and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place.</p>	<p><b>Already completed</b></p> <p><b>SS – Before 22.7.20</b> <b>SLT – 01.09.20</b></p> <p><b>SS – Before 22.7.20</b> <b>SS – w/b 25.08.20</b></p>
<p>Action plan for an eventuality of a local lockdown, include how to ensure continuity of education</p>	<p>Use Parentmail to inform parents and staff as quickly as possible after announcement of lockdown that school is closed.</p> <p>SLT to attend school following day to redirect any families who have not received message.</p> <p>Staff allocated to Key Worker bubble in the event of this being needed again.</p> <p>Teachers to prepare an initial homework pack that can be issued quickly at the outset of any further lockdown – Purple Mash, Oak Academy, White Rose maths, topic based activities.</p> <p><b>low</b></p>	<p><b>HT &amp; Admin staff – when needed</b></p> <p><b>SLT – when needed</b></p> <p><b>All teachers 01.09.20</b></p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
		<p>Homework pack to be issued through website as it has this term. Home deliveries to families that are shielding/not able to come to school. Print off for those families with no access.</p> <p>Home laptops issued by the LA to be distributed to identified vulnerable families to support home learning.</p> <p>low</p>	<p><b>Admin staff – when needed</b></p> <p><b>MF - By 22.07.20</b></p>
Schools should share the results of their risk assessment with their workforce	If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).	<p>Full risk assessment to be shared with staff via Parentmail.</p> <p>Full risk assessment to be posted on website prior to children starting back in September. Notify parents by Parentmail.</p> <p>low</p>	<p><b>SS - By 22.07.20</b></p> <p><b>SS – wb 25.08.20</b></p>
It is important that employers know how effective their risk controls are.	They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.	<p>SLT to review actions weekly and ensure that actions to address issues are actioned promptly.</p> <p>low</p>	<p><b>SLT – weekly from 01.09.20</b></p>
Minimise contact with individuals who are unwell particularly those that are displaying symptoms of COVID -19 or who has someone in their household who does, by ensuring these people do not attend school This <b>must</b> be in place all of the time		<p>Communicate clearly to staff and parents that anyone displaying symptoms should not come into school, but should self-isolate for seven days or until a test result has come back negative.</p> <ul style="list-style-type: none"> <li>- Include on summary sheet for staff</li> <li>- Include on initial parent letter and “reminder” letter to go out in August</li> </ul> <p>Promptly send home children or staff if they start to display symptoms. Make it clear they should self-</p>	<p><b>SLT – before 01.09.20</b></p> <p><b>SS – Before 22.07.20, w/b 25.08.20</b></p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)		By when/whom
		isolate for seven days or until a test result has come back negative. medium	
<b>Minimise COVID-19 risks</b>			
Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)		By when/whom
Minimise contact between individuals and maintain social distancing where possible	Avoid contact between groups	All classes to act as a bubble, maintaining a social distance to other bubbles. Use outdoor doors to classroom to move around site. low	Ongoing/all staff
	Avoid large groups, for example assemblies	All assemblies will be cancelled until guidance changes. Year groups may get together virtually over "Teams" for whole year group/phase assemblies. low	
	When timetabling groups should be kept apart, movement around the school site should be kept to a minimum, avoid creating busy corridors and exits	Classes to remain in their own classroom for all lessons. Hall timetable to be put in place for PE lessons in wet weather. low	
	Staggered starts and finish times – without reducing the amount of overall teaching time. In addition drop off and collection by parents (consider impact on transport)	Start times to be staggered. Year 1, 3 and 5 to arrive between 8.45am and 9.00am. Year 2, 4 and 6 to arrive between 9.00am and 9.15am. To minimise the number of people hanging around on site, parents with children in two slots to choose one and deliver both children at the same time. All classes to be ready to receive children at 8.45am. Reception children are on a separate timetable currently due to induction. low	

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p>For younger children the emphasis will be on separating groups and older children it will be on distancing. For children old enough they should also be supported to maintain distance and not touch staff where possible. It is recognised that younger children will not be able to maintain social distancing and it is acceptable for them not to distance within their group</p> <p>It will not be possible when working with many pupils who have complex needs or who need close contact, these pupils educational and care support should be provided as normal.</p>	<p>Pick up for year 1, 3 and 5 to take place between 2.45pm and 3.00pm. Year 2, 4 and 6 to take place between 3.00pm and 3.15pm. Again all classes to remain open until 3.15pm so that siblings can be collected without parents having to wait on site.</p> <p>One way system in place. Children and parents to come in through the front gate on Westcott Street and to exit the site through the Turner Street exit (changed from the Westcott place exit due to the amount of traffic on Westcott place).</p> <p>Transport for Snug to pair children in year groups where possible.</p> <p>All children to be brought to school by an adult. KS2 children with a sibling in KS1 or EYFS can walk themselves around to their class to avoid parents having to double back to take the other child to class.</p> <p>low</p>	01.09.20/MF/RF	
	<p>Staggered break and lunch times if appropriate</p>		<p>Timetable for three staggered breaks in place with allocated areas of the playground for each class. Lunchtime reduced to 40 minutes to make up for lost learning time at staggered start and end of day. 20 minute slots given to each class for lunchtime playtime, plus 20 minutes eating time.</p> <p>low</p>
	<p>Additional time allowed to thoroughly clean in between lunch sittings</p>		<p>All children to eat in classrooms. MDSAs to deliver meals to classrooms to be served in the room (for children who do not bring a packed lunch). MDSAs to collect empty plates and return to kitchen. All tables and surfaces to be wiped down before and after eating.</p> <p>low</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p>Staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual</p>	<p>Staff rooms – set up and use to help staff distance from each other. Use of staff rooms should be minimised</p>	<p>Staff room to remain “half sized” (annex to Snug) to discourage staff from gathering. Seating stacked. Resources room to be utilised as second small area for staff to make hot drinks.</p> <p>low</p>	<p>01.09.20/SLT</p>
	<p>Update communication to staff, pupils, parents and visitors</p>	<p>Include information on staffing of classes to parents in newsletter, stating that some staff will work across classes (Mr Barnett) and that HLTAs will work across year groups. Include in staff briefing. Visitors to site will be given clear guidance on social distancing and acknowledge this on Inventory before entering the building.</p> <p>low</p>	
	<p>Visitors to sites, including parents with appointment only</p>	<p>Where possible meetings to take place over video/telephone call. Hand sanitiser to be used by all visitors before entering the building. Where possible contractors to attend out of school hours. If not possible, contractors will be supervised while on site to ensure that they adhere to social distancing. Inform parents in newsletter. One way system in place. Parents asked to limit interaction on the way to and from school.</p> <p>low</p>	
	<p>Group children together in separate ‘bubbles’ and maintain distance between individuals,</p>	<p>Classes to act as one bubble.</p> <p>low</p>	

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
	<p>Maintain consistent groups</p>	<p>Children in the Snug to act as part of the class bubble. When accessing the Snug for personal care/ physio or additional support, social distancing should take place within the Snug to maintain the integrity of the class bubble.</p> <p>Breakfast club to keep children from different year groups in their own space in the hall, alongside all their belongings.</p> <p>No after school clubs to take place during term 1. Review for term 2.</p> <p>Classes to remain in class to eat lunch.</p> <p>Staff will be able to “cross bubbles” as necessary to deliver a full and balanced curriculum.</p> <p>low</p>	
	<p>Groups are kept apart from each other</p>	<p>Playground to be sectioned off so that each class has its own space and keeps a 2m distance from other class bubbles.</p> <p>Playtimes and lunchtimes to be staggered to allow for enough slots on the playground.</p> <p>Only one class to use the hall at a time, wiping down touch points and equipment after use.</p> <p>Classes to use external classroom doors wherever possible so that movement around corridors can be kept to a minimum.</p> <p>Classes will eat in classrooms.</p> <p>Library to be taken out of general use. Boxes of new books will be taken to classes to refresh their book corners.</p> <p>low</p>	

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
	Older children are encouraged to keep their distance within groups	Clear messages given to older children about keeping social distance where possible (tables will be within 1m+ so not possible in classes). low	
	Where possible: limit interaction, sharing of rooms and social spaces	Whenever weather permits, all PE to be carried out outdoors. Mrs Beale’s intervention room to be wiped down between use of different class bubbles. Social distancing to be adhered to by all staff and children when using the Snug. low	
	It is recommended that pupils limit the amount of equipment they bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed	Clear messages to parents and children about minimising the amount of things brought to school each day. PE kit to be brought in and then left in school until sent home. All stationery to be supplied by school – year 2 up in individual pencil cases. No mobile phones will be needed as all children will be escorted to school by an adult to support social distancing on the journey. low	
	Arrange classrooms with forward facing desks	Year 2 up to arrange desks in a forward facing position. Year 1 and Rec to have a mix of desks and places for “continuous provision”. low	
	Seat children side by side facing forwards Move unnecessary furniture to make space if needed Clean classrooms between use if used by different groups	See previous point. Unnecessary furniture to be moved to resources room. Classrooms will only be used by one group, so will not need cleaning between groups. low	



Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom		
	<p>Staff will ideally keep their distance from pupils and staff as much as they can, ideally 2 metres from other adults and children. Staff will avoid close face to face contact and minimise time spent within 1 metre of anyone</p>	<p>Staff will continue to wear 2m reminders in lanyard. They will adhere to 2m distancing for those outside their class bubble. In bubble, staff to minimise close contact with children, face to face. Staff meetings to be held either over Microsoft Teams or in the school hall, where social distancing can be achieved.</p> <p>low</p>		
	<p>Contact should be minimised as much as possible</p>	<p>See above</p> <p>low</p>		
	<p>Visits will be arranged outside of schools hours where appropriate</p>	<p>Where possible contractors will work out of hours. Minimise tours to prospective parents and do these out of hours. Music providers to work online. Cancel visits from Swindon Town. Equipment stores to leave equipment by front door. Tamhs to maintain social distance. Move work to library to allow for more space and ventilation. No volunteer helpers for term 1, review for term 2.</p> <p>low</p>		
	<p>Guidance on physical distancing and hygiene is explained to visitors on or before arrival</p>	<p>Adapt opening screen of Inventory to ensure all visitors have read social distancing guidance.</p> <p>low</p>		<p>01.09.20/ML</p>
	<p>A record of all visitors is kept</p>	<p>All visitors to sign in using Inventory. Hand sanitiser to be used after touching screen</p> <p>low</p>		<p>Ongoing/Admin team</p>
<b>Cleanliness/handwashing/cleaning</b>				
Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom		

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p>Clean hands thoroughly more often than usual - children</p>	<p>Process, availability of hygiene stations, resources including skin friendly wipes, supervision for younger children in regard to ingestion and assistance, built into behaviour standards, routines and assisting those children with complex needs understand the need to follow handwashing instructions etc.</p> <p>On arrival: (safe removal, storage and disposal of face coverings if used and cleaning of hands, pupils must be instructed not to touch the front of their face covering during use of wien removing them. They must wash their hands immediately on arrival, dispose of temporary face coverings in a covered bin or place reusable face coverings n a plastic bag they can take home with them, and then wash their hands again before heading to the classroom)</p> <p>On return from breaks:</p> <p>On a change of room:</p> <p>Before and after eating:</p> <p>Other:</p>	<p>Each classroom already has a sink with handwashing facilities.</p> <p>All children will wash their hands:</p> <ul style="list-style-type: none"> <li>- On arrival at school</li> <li>- Before Break</li> <li>- Before lunch</li> <li>- Before going home</li> </ul> <p>All children will use hand sanitiser:</p> <ul style="list-style-type: none"> <li>- On return from break time</li> <li>- On return from lunch time</li> </ul> <p>Teachers may choose to replace the use of hand sanitiser with handwashing.</p> <p>Children to be given explicit instruction on expected handwashing routine. Children will be supervised when washing hands/ sanitising to ensure that they are thorough.</p> <p>Children to also wash hands when they have been to the toilet or if they have sneezed into their hands.</p> <p>Children who arrive at school wearing a mask will be asked to hand it to their parent to take home again as they enter the building. Parents can return at pick up time with a clean mask if they wish.</p> <p>low</p>	<p><b>Ongoing/all staff</b></p>
<p>Clean hands thoroughly more often than usual –staff and visitors</p>	<p>Process, availability of hygiene stations, resources, built into behaviour standards and communication etc.</p>	<p>Staff in bubbles to model handwashing to children as part of the routine expectation.</p> <p>low</p>	<p><b>Ongoing/all staff</b></p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
	<p>On arrival:</p> <p>On return from breaks:</p> <p>On a change of room:</p> <p>Before and after eating:</p> <p>Other:</p>	<p>Staff to clean hands on arrival, on return from breaks, on a change of room, before and after eating.</p> <p>All visitors to use hand sanitiser on entry to building. Hand sanitiser to be kept in a prominent position in the entrance hall.</p> <p>low</p>	
<p>Ensure good respiratory hygiene by promoting 'catch it, bin it, kill it'</p>	<p>Description, resources, etc.</p>	<p>All classrooms have a lidded bin to support binning tissue safely. Signs to promote "catch it, kill it, bin it" will be sited near the bins.</p> <p>All classrooms have "blue towel" available for the children to use freely.</p> <p>low</p>	<p>Ongoing/Class teachers</p>
<p>Some children with complex needs will struggle to maintain good respiratory hygiene, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils a face to face education</p>	<p>Individual risk assessments and support plans updated</p>	<p>In conjunction with our Senco, children with complex needs will have an individual risk assessments written.</p> <p>medium</p>	<p>01.09.20 and ongoing/Class teacher/Senco</p>
<p>Where necessary wear appropriate PPE PPE is only needed in a small number of cases: Where an individual child or young person becomes ill with COVID-19</p>		<p>All class bubbles have a stock of face masks, sick bowls, aprons, gloves.</p> <p>Face shields are also available where needed. They are situated in quiet rooms between classes, the Sapphire room (old Senco room, which will be used to isolate any child with symptoms) and the offices.</p>	<p>When needed/all staff</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
<p>symptoms while in school and only then if a distance of 2 metres cannot be maintained</p> <p>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</p>	<p>Staff involved with the care of a child MUST wear PPE where a child shows symptoms of COVID-19. Staff involved with intimate care may need to wear PPE in line with the needs of the child. Face masks should be worn to administer first aid that involves close contact.</p> <p>Where symptoms of COVID-19 are suspected, PPE should be double bagged and taken to the office for appropriate disposal. Where no symptoms are suspected PPE can be disposed of in the normal way.</p> <p>medium</p>	
<p>Enhanced cleaning arrangements (there is no need to allocate different groups their own toilet blocks, but more frequent cleaning will be necessary)</p> <p>COVID -19 :cleaning of non-health care settings guidance (will be revised by the end of the summer term)</p> <p><a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></p>	<p>Limit the number of children in the toilet at one time.</p> <p>Classroom staff to clean touchpoints (surfaces, tables, sinks, taps) at breaktimes and lunchtimes. Classroom staff to be responsible for wiping down shared equipment/resources. Additional cleaner to wipe down touch points in circulation areas and toilets at lunchtimes.</p> <p>Children to use the toilets allocated to their own phase. Class 14 and 12 will use the toilets in the mobile to reduce the numbers of children using each block.</p> <p>Number of children in each set of toilets to be limited to the number of cubicles in that block.</p> <p>Children waiting for the toilet will wait outside the room.</p> <p>Review revised cleaning guidance when it is issued and implement changes as required.</p> <p>low</p> <p>Other combined use areas:</p>	<p>Ongoing/Classroom staff/MDSAs</p> <p>Ongoing/SL</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
----------------------------	--	--------------

		<p>All staff and children to wash hands on entry to and exit from the Snug. Staff to maintain 2m distancing where possible within the Snug, apart from where two to one support is needed for hoisting, manual handling or toileting. At these times, masks may be worn. Masks should be disposed of carefully in lidded bin to avoid contamination of surfaces.</p> <p>Breakfast club: see below</p> <p>Office: Minor first aid to remain in classrooms. Main office capacity to be limited to four people at a time. All visitors to the office to knock and ask permission before entering.</p> <p>low</p>	
--	--	---	--



**Response to any infection**

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
----------------------------	--	--------------

<p><b>Must</b> actively engage with NHS test and trace and understand the process to contact the local Public Health England team</p>		<p>Senior leaders all have a copy of the Public Health England flow chart with contact numbers. This is also displayed prominently in the school office. Staff and parents will be informed that they must actively engage with test and trace.</p> <p>low</p>	<p><b>HT/SLT – if case confirmed</b></p>
---	--	--	--

<p><b>Must</b> Manage confirmed cases of COVID-19 amongst the school community</p>		<p>PHE will be contacted immediately there is a confirmed case in the school community. All advice will be followed.</p> <p>medium</p>	<p><b>HT/SLT – if case confirmed</b></p>
--	--	--	--

<p><b>Must</b> Contain any outbreak by following local health protection team advice.</p>	<p>School could place this information in prominent positions around the school to raise awareness to staff.</p>	<p>Posters are displayed in school office and SLT have copies. All advice given by the health protection team to be followed.</p>	<p><b>HT/SLT – if case confirmed</b></p>
---	--	---	--

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
Schools have the responsibility to report suspected /confirmed cases to the local HPT	 Educational and Childcare Settings F  COVID_Educational _Settings_infection_	medium
<p>School should communicate to staff, parents and carers that they need to understand and will need to be ready and willing to:</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 isolation</p>	<p>Book a test if they are displaying symptoms</p> <p>Provide details of anyone they been in close contact with if they were to test positive for COVID-19 or if asked by NHS Test and Trace</p> <p>Self-isolate if they have been in close contact with someone who develops COVID-19 symptoms or someone who tests positive for COVID-19</p> <p>Staff and parents should be asked to inform school immediately of the results of a tests: Actions if someone tests positive or negative</p>	<p>Information will be communicated to staff and parents in letter confirming arrangements for September. This will also be included in the reminder letter w/b 25/8/20</p> <p>low</p> <p>As above</p> <p>Low</p> <p>As above</p> <p>low</p> <p>As above</p> <p>low</p>
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 7 days, and ensuring anyone developing symptoms during the day is sent home		As above low
Ensure first –Aid Practices meet with HSE COVID 19 guidance; <a href="https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm">https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm</a>		<p>Link has been sent to all first aiders in school. Minor first aid to take place in classrooms and records kept there. Basic first aid kit in all classrooms.</p> <p>low</p>
		23.07.20/SS
		23.07.20/SS
		23.07.20/SS
		17.07/20/SS

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p>If anyone in the school becomes unwell with COVID 19 symptoms they must be sent home and follow the current guidance relating to testing and isolation.</p>	<p>Children that are unwell should always be collected by a parent or carer or named adult.</p>	<p>In case of a child reporting high temperature, new persistent cough or change to taste or smell, child will be isolated and parents contacted immediately to collect the child. We have a thermometer gun in the office. This may be used to take the temperature of any child reporting symptoms. Child will only return to school if they have self-isolated for seven days or have had a negative result to a test. medium</p>	<p>Ongoing/admin team</p>
<p>If a child is awaiting collection they should be moved, where possible to a room where they can be isolated behind a closed door, depending on age and needs of the child, with appropriate adult supervision if required, Ideally a window should be opened. If not possible to isolate them, move to an area within is at least 2 metres away from other people. This room must be cleaned thoroughly after they have left to reduce onward transmission of the infection (members of 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)</p>		<p>While awaiting collection any child with symptoms of COVID-19 will be isolated in the Sapphire Room (old Senco room). Where possible, staff will observe child through glass panel in door. If child is distressed or too young to be left, staff should don full PPE – mask, gloves apron, face shield. A stock of PPE is stored in the Sapphire room. The room will be thoroughly cleaned after all incidents of isolation. medium</p>	<p>When needed/ all staff</p>
<p>PPE <b>must</b> be worn by staff caring for the child while they await collection if</p>		<p>See above medium</p>	<p>When needed/all staff</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
<p>a distance of two metres cannot be maintained (members of 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)</p>		
<p>If the child needs to use the bathroom while waiting to be collected a separate bathroom should be used if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p>		<p>If child or adult needs the toilet during this time, they should use the disabled toilet nearest to class 9 This will have to be thoroughly cleaned before being used by anyone else. <b>medium</b></p>
<p>Everyone must wash their hands thoroughly after any contact with someone who is unwell</p>		<p>All PPE used should be double bagged and taken to the office for disposal in a lidded bin. Any member of staff involved in supporting child should ensure that they thoroughly wash their hands before returning to their usual work. <b>medium</b></p>
<b>Wider considerations</b>		
Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
<p><b>Child attending more than one setting.</b> Alternative Provision schools should consider pacing pupils in smaller sized groups. Smaller AP's may wish to adopt whole school bubbles as part of</p>	<p>Description of process, numbers of children and AP involved, risk assessments stored appropriately etc. Schools should work through the system of controls collaboratively enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum</p>	<p>Currently we have no children accessing an AP setting. Should AP be required for any child, Senco to work with setting to write an individual risk assessment. <b>low</b></p>



Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)		By when/whom
their control system in order to best meet the needs of their students			
<p><b>Shared equipment</b> Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development Shared equipment</p>	<p>Shared books and games within the bubble, regular cleaning</p>	<p>Sharing equipment or books to be kept to a minimum. Children in Year 2 and above to have individual pencil cases to reduce sharing. Classroom staff to be responsible for wiping down any shared equipment where needed. Books returned to the library to be “quarantined” for 48 hours before putting back on the shelves. low</p>	<p><b>Ongoing/Class teachers</b></p>
	<p>Resources shared between bubbles, for example sports, art and science equipment. Cleaned frequently and meticulously and always cleaned between bubbles that use them, or rotated to be left unused and out of reach for 48 hours (72 for plastics)</p>	<p>All equipment, including iPads, laptops, instruments, art equipment to be wiped down thoroughly before being returned to central store. If not possible, items should be “quarantined” for the appropriate time before return. Any item in “quarantine” should be labelled as such stating time and date quarantine started. low</p>	<p><b>Ongoing/ class teachers</b></p>
	<p>Outdoor equipment should be cleaned more frequently, also applies if indoor or outdoor equipment is used by wraparound care providers</p>	<p>Outdoor play equipment to remain out of use until further notice as it is not easily cleaned. Breakfast club to ensure that they wipe down mats and any equipment used before the rest of the school uses the hall (see previously). PE lessons to focus on skills that need little equipment. This should be wiped down between bubbles. Each bubble to have its own box of outdoor equipment for playtime that should not be handled by anyone from another bubble. low</p>	<p><b>Ongoing/breakfast club staff/ teachers/DB</b></p>
<p><b>Transport</b> <b>Dedicated transport</b></p>	<p>You may want to consider supportive actions:</p>	<p>Children from the SRP will continue to use the SEN transport.</p>	<p><b>From</b> <b>01.09.20/SL</b></p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p>The two or one metre plus social distancing will not apply on dedicated school transport from the autumn term.</p> <p>The majority of arrangements and protective measures will be managed by the transport provider, for example additional cleaning of vehicles</p>	<p>Hand sanitiser use before boarding/disembarking – discuss with transport provider</p> <p>Assisting with organisation of queueing and boarding</p> <p>Sufficient distancing between vehicles on your site</p> <p>Assisting with compliance for use of face coverings where appropriate and needed (children over the age of 11, 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>	<p>Where possible, children from the same year group share transport (TG-W and FP, AS-O and GG).</p> <p>Staff on transport wear face masks.</p> <p>low</p>	
<p><b>Wider public transport</b></p> <p>Use of public transport by pupils, particularly at peak times, should be kept to an absolute minimum</p>	<p>Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. (whilst recognising this option will be more feasible in some circumstances than others)</p> <p>Encourage parents, staff and pupils to walk or cycle to school</p> <p>Consider adopting/using walking buses</p>	<p>We currently have very few children who travel on public transport. Parents to be encouraged to walk to school, observing social distancing. All children to be escorted to school to support them with social distancing on the journey.</p> <p>low</p>	<p><b>22.07.20/SS and ongoing</b></p>
<p><b>Attendance</b></p> <p>School attendance will be mandatory from the beginning of the autumn term, usual rules on attendance apply.</p> <p>Where children are unable to attend as parents are following clinical or public health advice absence will not be penalised</p>	<p>Communicate clear and consistent expectations to families and any other professionals who work with the family where appropriate throughout the summer and ahead of the new school year, requirements of attendance and that measures will be taken to support families to ensure their child returns to school at the earliest opportunity and where necessary sanctions will include fines recommencing.</p>	<p>Attendance expectations to be made clear in newsletter to parents.</p> <p>Registers to be completed as normal. Comply with any additional requests from LA or central government for any additional attendance data.</p> <p>School to contact parents of any child who is not in school and the parents have not informed us of the reason.</p> <p>Full register analysis to take place termly as usual.</p>	<p>22.07.20/SS/SLT Ongoing/admin team</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
	<p>Ensure registers are maintained as usual            CME policy is applied if children are not seen            Continue to notify the child's social worker, if they have one, of non-attendance.            Ensure the school leaver process is followed by completing the normal on-line form            should the school be informed any parent/carer would like to Electively Home Educate their child.</p>	<p>HT/SLT to have conversations with parents of any child who is not returning to school to evaluate reasons and identify any support needed.            Work with EWO team where needed to support child back into school.            Follow normal leaver/joiner process.            Inform the LA of any families considering home schooling.  <b>low</b></p>	
<p><b>Shielded community</b>            The majority of pupils will be able to return to school:            Keep up to date with current advice on shielding  <a href="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">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</a>   <a href="https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield">https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield</a></p>	<p>Should a pupil be unable to attend school because they are complying with clinical and/or public health advice schools should immediately offer them access to remote education            Schools should monitor engagement with this activity</p>	<p>All teachers to be prepared to supply homework pack to any child who is shielding or isolating. This will include Purple Mash, Oak Academy, White Rose Maths and some topic based activities.  <b>low</b></p>	<p>Teachers – when required.</p>
<p><b>Pupils/families who are anxious about returning to school</b></p>	<p>Schools should put in place the right support to address concerns of children, parents and households about children returning to school and provide reassurance of the measures in place:            Pupils who have been shielding</p>	<p>HT/SLT to have conversations with parents of any child who is not returning to school to evaluate reasons and identify any support needed.  <b>low</b></p>	<p>SLT – when required</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
	<p>Living in households where someone is clinically vulnerable</p> <p>Concerns regarding those from BAME backgrounds</p> <p>Concerns relating to certain conditions for example diabetes and obesity</p>	
<p>Identify pupils who are reluctant or anxious about returning or who are risk of disengagement</p>	<p>Develop plans for re-engaging them</p> <p>This could include disadvantaged and vulnerable children</p> <p>Children who were persistently absent prior to the pandemic</p> <p>Children who have not engaged with school regularly during the pandemic</p> <p>Continue to notify the child's social worker, if they have one, of non-attendance</p>	<p>HT/SLT to have conversations with parents of any child who is not returning to school to evaluate reasons and identify any support needed.</p> <p>Within school identify any individuals that may need more support. Deliver this in a graduated response, starting with support from class TA moving onto to working with the Senco to identify whether ELSA, Tahms or the Trailblazer could offer the right support.</p> <p>Work with other agencies to support families where appropriate – social workers, EWO etc</p> <p>low</p>
<p><b>Workforce</b></p> <p>The government expects that most staff will attend school</p> <p>Generally the advice is that those who can work from home should do so.</p> <p>Recognising that this will not be applicable to most school staff, but where a role may be conducive to home working for example, some administrative roles, school leaders should consider what is feasible and appropriate</p> <p>People who live with those who are clinically extremely vulnerable or</p>	<p>Consider those for whom home working will continue to be relevant</p> <p>Clinically vulnerable or extremely clinically vulnerable</p> <p>Those that received a shielding letter are now advised they can return to work as long as they maintain social distancing</p> <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 here it is possible to maintain social distancing</p>	<p>This will be dealt with on a case by case basis by the line manager of the member of staff.</p> <p>Almost all roles in the school are child facing and therefore cannot be completed from home.</p> <p>An individual risk assessment will be completed for the members of staff who are clinically extremely vulnerable.</p> <p>low</p>
		<p>When needed - SLT</p>
		<p>By 01.09.20 – line managers</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)		By when/whom
clinically vulnerable can attend the workplace			
<p><b>Staff who are pregnant</b> Pregnant woman are in the clinically vulnerable category and are advised to follow the relevant guidance <a href="https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing#clinically-vulnerable-people">https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</a></p>	Consider who this effects on your staff team	<p>This will be dealt with on a case by case basis by the line manager of the member of staff.</p> <p>Where possible, pregnant staff will be supported to maintain social distancing within the school. For example, this could involve working with older children who are more able to social distance or to change duties away from a child who has SEND needs that make social distancing more difficult.</p> <p>low</p>	When needed/line managers
<p><b>Staff who may otherwise be at increased risk from COVID -19</b></p> <p>Some people with particular characteristics may be at comparatively increased risk from COVID-19</p> <p>People who live with those who have comparatively increased risk for COVID-19 can attend the workplace</p>	<p>If people with significant risk factors are concerned schools should discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate</p> <p>Consider who this may effect and demonstrate planning</p>	<p>This will be dealt with on a case by case basis by the line manager of the member of staff.</p> <p>Where necessary, advice will be sought from the HR team at SBC.</p> <p>low</p>	When needed/line managers
<p><b>Supporting staff</b> Governing Bodies and school leaders should have regard to staff (including head teachers) work-life balance. <i>Employers have a duty of care to their employees and this extend to their mental health</i> <i>Information about the extra mental health support for pupils and teachers can be found here</i></p>	Schools should communicate to all staff the measures they are proposing putting in place and involve staff in that process.	<p>This risk assessment will be shared in full with all members of staff.</p> <p>Posters for Care First counselling service have been placed in all toilets.</p> <p>All to be aware of the extra time needed in class for handwashing and cleaning and be mindful of this in setting expectations of what can be achieved and consider this during monitoring activities.</p>	Ongoing/SLT

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p><a href="https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers">https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</a></p> <p>free helpline from the Education Support Partnerships <a href="https://www.educationsupport.org.uk/">https://www.educationsupport.org.uk/</a></p>		<p>All to be mindful that all staff will be spending more time with their bubble (no assemblies, supervision during breaks).</p> <p>low</p>	
<p><b>Staff taking leave</b> Staff will be taking leave over the summer period which may involve travelling abroad. Some countries require a quarantine on return. Latest guidance should be checked on the Gov website</p>	<p>It is recommended that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term. Where it is not possible to avoid a staff member having quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.</p>	<p>Send letter from HR to all staff by Parentmail to clarify quarantine arrangements.</p> <p>low</p>	<p>22.07.20 /DJ</p>
<p>Consider whether the school may have children visiting countries required to quarantine</p>	<p>Ensure remote education is available on their return</p>	<p>Include information about quarantine in full opening newsletter to parents. Send homework packs to any child affected by quarantine.</p> <p>low</p>	<p><b>22.07.20/SS</b></p>
<p><b>Staff deployment</b> Schools may need to alter the way in which they deploy their staff more flexibly to welcome back all pupils at the start of the autumn term</p> <p>It is important that planning builds in the need to avoid increases in</p>	<p>Managers should discuss and agree any changes to staff roles with individuals If all immediate options have been pursued and you still have concerns about your staff capacity talk to your LA or Trust.</p>	<p>Currently, there are no concerns about staffing the school in September. There is additional capacity to cover classes with 2 teachers that are not class based and an HLTA based in each year group.</p> <p>low</p>	<p><b>When needed/line managers</b></p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
<p>unnecessary and unmanageable workload burdens.</p> <p>DfE workload reduction toolkit  <a href="https://www.gov.uk/guidance/school-workload-reduction-toolkit">https://www.gov.uk/guidance/school-workload-reduction-toolkit</a></p>		
<p><b>Deploying support staff and accommodating visiting specialists</b></p> <p>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistance and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p> <p>Any redeployments should not be at the expense of supporting pupils with SEND.</p> <p>Education endowment Foundation guidance on making the best use of teaching assistants  <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a></p>	<p>Consider:  Support staff capacity  Using support to catch up provision or targeted groups  Teaching assistants may be deployed to lead groups or cover lessons, under direction and supervision of a qualified, or nominated, teacher</p> <p>The Headteacher should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work and discuss and agree proposed changes in role or responsibility with the member of staff</p>	<p>Piano lessons to take place over Zoom (piano out of school hours).  Wider ops and guitar teacher to be briefed appropriately and act in line with school policy.  Work with only one class.  HLTAs within year groups to cover classes where needed (this is usual practice in the school).  Teachers to evaluate the needs of the children in their class and deploy TA support as needed.  Physio, OT and other specialists to work in the therapy room in the Snug. Room to be cleaned after use and any PPE used disposed of appropriately.  Mr Barnett to deliver PE across the school. Maintain social distance when teaching, where possible all lessons take place outside (weather dependant).  low</p> <p>TAs may cover classes for short periods of time to release the class teacher or cover short term absence in order to keep the integrity of the bubble. This will be evaluated on a case by case basis by SLT to ensure that the member of staff has the skills required.  low</p> <p><b>Ongoing/CB/MF/DB</b></p> <p><b>Ongoing/HT</b></p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
	<p>Safe ratios must be met Specific training undertaken</p>	<p>Breakfast club will ensure that ratios are kept to a one adult to eight children at the most. All children must book in advance to ensure ratios can be adhered to. Any child who has not been booked in will be turned away.</p> <p>low</p>	<p><b>Ongoing/PW/H B</b></p>
<p><b>Volunteers</b></p>	<p>Volunteers should be properly supported and given appropriate roles Checks and risk assessments should continue as set out in KCSiE Part 3 Under no circumstance should volunteers who have not been checked work in regulated activity Mixing of volunteers across groups should be kept to a minimum Volunteers should remain 2 metres from pupils and staff where possible</p>	<p>No volunteers will be used during term 1 in order to minimise the number of people the children come into contact with. This will be reviewed termly. When we start to use volunteers, all normal checks will be carried out and volunteers will be allocated to a bubble.</p> <p>low</p>	<p><b>Review end of term 1/SS</b></p>
<p><b>Deploying staff appropriate checks</b> See part 3 KCSiE (2020 version for use in September also in this link) This includes volunteers <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p>	<p>Headteachers should ensure only those with appropriate checks are allowed to engage in regulated activity</p>	<p>All usual checks remain in place. This is normal policy and procedure and no changes are anticipated.</p> <p>low</p>	<p><b>Ongoing/DJ</b></p>
<p><b>Recruitment</b> Recruitment should continue as usual. DfE blog provides information on the experience of implementing interviews remotely and advice that can be sent to candidates on how to prepare for remote interviews</p>	<p>Recruit remotely over the summer period</p>	<p>Interviews to take place over Zoom. Only firm prospective employees to enter the building.</p> <p>low</p>	<p><b>When required/SS</b></p>



Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p><a href="https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/">https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/</a>  <a href="https://teaching.blog.gov.uk/2020/06/12/attending-your-first-remote-interview/">https://teaching.blog.gov.uk/2020/06/12/attending-your-first-remote-interview/</a></p> <p>safeguarding checks can be carried out remotely as set out in COVID 19 safeguarding in schools  <a href="https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers">https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers</a>  from the autumn term checks will revert to being carried out in person</p>	<p>Schools must adhere to the legal requirement regarding pre-appointment checks</p> <p>Consider NQT's starting in the autumn term</p>	<p>All usual checks remain in place. This is normal policy and procedure and no changes are anticipated.</p> <p>low</p>	<p><b>When needed/DJ</b></p>
<p><b>Supply teachers and other temporary or peripatetic teachers</b>  Advice includes supply staff, peripatetic teachers, sports coaches and those engaged to deliver before and after school clubs.  Schools can continue to engage supply teachers and other supply staff during this period  <i>Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors where possible</i></p>	<p>Supply staff, visitors and peripatetic teachers will be expected to comply with the school's arrangements for managing and minimising the risks  Particular care to maintain distance from other staff and pupils  Minimise the number of temporary staff entering the schools premises</p>	<p>We use very few supply teachers. Absence is covered internally by existing staff.  Should we need a supply teacher, they will be given clear guidance on the procedures in place  Peripatetic music teachers will be teaching remotely over term 1 and this will be reviewed termly.</p> <p>low</p>	<p><b>If needed/SS/Admin team</b></p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)		By when/whom
<p><b>Safeguarding</b> KCSiE from September <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a> COVID-19 –Safeguarding in schools, colleges and other providers <a href="https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers">https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers</a></p>	<p>Revisit the child protection/safeguarding policy to reflect the return of all pupils</p>	<p>All staff to read relevant parts of KCSiE in September and sign relevant checklist to say that they have read and understand. All staff to undertake Hays training. DSL to update safeguarding policy in light of changes to KCSiE and share with all staff. <b>low</b></p>	<p><b>30.09.20/DSL</b></p>
<p><b>Designated Safeguarding Leads</b></p>	<p>DSL’s should be provided with more time especially in the first few weeks of term Agencies and services should prepare to work together to actively look for signs of harm</p>	<p>DSL and DDSL are not class based, so will be able to use time flexibly where needed. School has a good track record of working with outside agencies and this will continue. <b>low</b></p>	<p><b>01.09.20/HT/DSL</b></p>
<p><b>School nursing</b></p>	<p>Communicating with school nurses is important for safeguarding and supporting wellbeing  Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation currently provided by Virgin Care), identifying health and wellbeing</p>	<p>Annual training by the school nursing service is already booked for early September (2 sessions – one for the Snug and one for the mainstream). Office to contact school nurse for any other needs. <b>low</b></p>	<p><b>As needed/ SL/ Admin team</b></p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
	needs which will underpin priorities for service delivery.	
<p><b>Catering</b> School kitchens are expected to be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including those eligible for benefits related free school meals or universal infant free school meals <a href="https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19">https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19</a></p>	<p>School kitchens can continue to operate but must comply with the guidance for food businesses on COVID-19</p> <hr/> <p>Consider whether there is sufficient resources for all children to return to school</p>	<p>Kitchen to cook and adapted menu that can be delivered to and eaten in classrooms (no peas, no gravy). MDSAs to deliver to classrooms. Bubble staff to serve and supervise. MDSAs to collect empty plates and return to the kitchen for washing.  low</p>
<p><b>Estates</b> There is not an expectation for schools to make significant adaptations to their site to enable them to welcome all children back to school. It is not expected that schools will need to deliver any of their education on other sites (such as community centres/village halls) Review guidance <a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</a></p>	<p>Usual checks completed, consider fire drills</p>	<p>No extra buildings will be needed to open. Caretaker to carry out usual checks as detailed in the weekly/monthly check folder (paths, doors, fire escapes etc) Firedrill to take place once all children are in. New “dots” for lining up have been placed at 3m intervals to keep lines socially isolated School does not currently have any “lettings” to accommodate.  low</p>
		<p><b>Ongoing/DJ/Coombs</b></p>
		<p><b>Ongoing/RP</b></p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p><b>Usual pre-term checks are undertaken to make the school safe</b>            If buildings have been closed or reduced occupancy water system stagnation can occur due to lack of use, increasing the risk of Legionnaires disease.            See guidance above and links below:  <a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></p> <p>Additional advice from the Chartered Institute of Building services Engineers guidance on emerging from lockdown  <a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a></p>	<p>In classrooms it will be important that schools improve ventilation (for example by opening windows)</p>	<p>School has been in use since the start of lockdown, with normal flushing of little used outlets.            Caretaker to carry out usual pre-opening checks in w/b 25/8/20.</p> <p>Class teachers to ensure that each room has at least one open window.            low</p>	<p><b>Wb 25.08.20 and ongoing /RP/ class teachers</b></p>
<p><b>Once the school is in operation it is important to ensure good ventilation</b>  <a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a></p> <p><a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</a></p>	<p>Schools will need to consider what control measure need to be used to ensure they are aware of wider advice on visiting indoor and outdoor venues.</p>	<p>Class teachers to ensure that each room has at least one open window.            Outdoor PE to take place, weather permitting.            No school trips will take place during term 1. This will be reviewed termly.            low</p>	<p><b>Ongoing/ class teachers</b></p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p><b>Educational Visits</b></p> <p>Government advice is against domestic (UK) overnight and overseas educational visits at this stage, but in the autumn term schools can resume non-overnight domestic educational visits.</p> <p>As normal schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely.</p> <p><a href="https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits">https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings</a></p>		<p>Y5 camp out will be moved to the summer term (if it can happen then).</p> <p>Y4 residential will be reviewed in the Spring term.</p> <p>Y6 residential has been booked for July 2021, but will only go ahead if guidance says that it is appropriate to do so.</p> <p>No external trips in term 1. Review in term 2.</p> <p>For any trips, normal risk assessment process will be resumed.</p> <p>low</p>	<p><b>As needed /DB</b></p>
<p>In the autumn term trips should include pupils with SEND where connected with their preparation for adulthood (for example workplace visits, travel training etc.) this should be done in line with protective measures such as keeping children within their consistent group, and the COVID 19 secure measures in place at their destination.</p>		<p>n/a</p>	

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p><b>Schools should make use of outdoor spaces in the local area to support delivery of the curriculum.</b></p>	<p>Schools should consider how pupil non – compliance is managed, taking mindful and considerate approach in relation to parents who may be experiencing financial pressures.</p>	<p>Teachers to make good use of school’s external grounds. Local walks and visits may resume from term 2. Consideration of how appropriate adult ratios will be met should be taken into account, avoiding the use of volunteers where possible. Social distancing to be adhered to in line with guidance at the time of the trip. low</p>	<p><b>Ongoing/ class teachers</b></p>
<p><b>School uniform</b> It is for the governing body of a school to make decisions regarding school uniform. Schools are being encouraged to return to usual uniform polices in the autumn term. 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>	<p>Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small consistent groups. Schools should advise parents to limit the number of different out of school activities for their children, school should encourage them to seek assurance that the providers are carefully considering their own measures and only use providers that can demonstrate this.</p>	<p>Full school uniform should be worn as of September 1<sup>st</sup>. Staff have co-ordinated distribution of second hand uniform for those families that want it. All uniform has been washed and then placed in an unused classroom for over 72hrs. low</p>	<p><b>Ongoing/all staff</b></p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p><b>Extra-curricular provision</b></p> <p>Schools should consider resuming any breakfast and after school provision where possible from the start of the autumn term.</p> <p>There is a recognition that this will be logistically challenging for schools particularly for clubs that would normally offer support across year groups, where parents are using multiple providers or where childminders are picking up/dropping off pupils.</p> <p>Guidance for summer holiday childcare contains useful information when planning extra –curricular provision.</p> <p><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/protective-measures-for-out-of-school-settings-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/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a></p>	<p>Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p>	<p>Breakfast club: Hall to be zoned into year groups for breakfast club to reduce mixing of bubbles. Children to bring own breakfast (or eat before they arrive) to reduce handling of items. Numbers will be strictly limited to 24 to allow space and staff restricted to 3 to keep 1:8 ratio. No ad hoc bookings will be accepted, only advanced booking so that staff can prepare hall appropriately. Lower KS2 toilets to be used. Staff to wipe down touch points in the toilets after the session. All touch points in the hall and the mats the children sit on to be wiped down at the end of breakfast club. Children to be escorted to class bubbles at the end of breakfast club.</p> <p>There will be no after school clubs in term 1. This will be reviewed termly.</p> <p>low</p>	<p><b>Ongoing/ breakfast club staff</b></p> <p><b>Review end of term 1/SS</b></p>
	<p>Schools should advise parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.</p>	<p>Advice to be given to parents in full reopening newsletter.</p> <p>Ongoing liaison is happening between school and Central@RLK preschool who run our afterschool provision. They will be limiting numbers and reducing mixing between Key Stages.</p> <p>low</p>	<p><b>22.07.20/ SS</b></p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
	As with physical activity during the school day contact sports should not take place.	Breakfast club will have boxes of activities on mats. No running around in hall, no contact sports. <b>low</b>	<b>Ongoing/ breakfast club staff</b>
<p><b>Physical activity in schools</b> 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. Schools should refer to the following guidance: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</a> <a href="https://www.sportengland.org/how-we-can-help/coronavirus">https://www.sportengland.org/how-we-can-help/coronavirus</a> <a href="https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf">https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf</a> <a href="https://www.youthsporttrust.org/coronavirus-support-schools">https://www.youthsporttrust.org/coronavirus-support-schools</a></p>	Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.	PE to be carried out in class bubbles. Any equipment used to be cleaned between bubbles using it or quarantined for 72hrs. Contact sports will not be played. Children will be asked to bring in a PE kit and leave it in school. It should travel home for washing only when directed by the teacher (this will vary according the age of the children, the type of activity done and the frequency of PE sessions). <b>low</b>	<b>Ongoing/all teachers/DB</b>
	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.	PE will be outdoors whenever the weather permits. The hall will be used when it is too wet to go out. This should be used for one class at a time and contact points wiped down before the next class enters. <b>low</b>	<b>Ongoing/all teachers/DB</b>
	External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.	n/a	



Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
	<p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures</p>	<p>No external coaches will be used during term 1. This will be kept under termly review. low</p>	<p><b>SLT/termly</b></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.</p>	<p>Active break times will be encouraged through class bubble equipment boxes. PE lessons will focus on fitness. low</p>	<p><b>Ongoing/all staff/DB</b></p>
<p><b>Music</b> Schools should note that there may be an additional risk 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. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</p>	<p>Schools should consider 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.</p>	<p>No school assemblies to take place. Any classes joining together to use Teams online.</p> <p>We have negotiated with the music service to change from clarinets to ukulele to reduce the amount particles in the air.</p> <p>Music teacher to maintain social distance when in school.</p> <p>Teachers to use adapted Charanga units to avoid group singing.</p> <p>Piano teaching to continue online due to challenge of social distancing.</p> <p>Guitar lessons to take place in school. Move lessons to the library to allow for greater social distancing and ventilation. low</p>	<p><b>Ongoing/ CB/ Year 4 teachers</b></p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)		By when/whom
<p><b>Pupil wellbeing and support</b> Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. 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. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school. <a href="https://www.gov.uk/guidance/teaching-about-mental-wellbeing">https://www.gov.uk/guidance/teaching-about-mental-wellbeing</a>  <a href="https://covid.minded.org.uk/">https://covid.minded.org.uk/</a></p>	<p>Schools should 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 issues linked to coronavirus (COVID-19) Support pupils with approaches to improving their physical and mental wellbeing</p>	<p>Teachers to address issues raised as part of PSHE curriculum.  low</p>	<p><b>Ongoing/ class teachers/HL</b></p>
	<p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible</p>	<p>Where issues are identified, deliver a graduated response ranging from in class support from TA to ELSA, Tamhs and Trailblazer. Liaise with Senco to facilitate these interventions.  low</p>	<p><b>Ongoing/Senco</b></p>
	<p>Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.</p>	<p>Teachers to keep this under review and offer support as needed.  low</p>	<p><b>Ongoing/class teachers</b></p>
<p><b>Behaviour expectations</b> Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new</p>	<p>Schools should consider updating their behaviour policies with any new rules/policies setting clear, reasonable and proportionate expectations of pupil behaviour.</p>	<p>Review behaviour policy in light of current DfE guidance.  low</p>	<p><b>01.09.20/SS</b></p>
	<p>Consider how to communicate rules/policies clearly and consistently to staff, pupils and parents,</p>	<p>Class/school rules to be addressed explicitly with every class in first week of school. Each class to display key points. Revised policy to be shared on school website.</p>	<p><b>08.09.20/Class teachers/SS/Senco</b></p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs	Senco to work with parents of any child considered to be “high risk” to adapt individual behaviour plans in light of changes to expectations. <i>low</i>	
	Consider how to build new expectations into their rewards system. Teachers to adapt current systems to support new expectations and make this explicit to children. <i>low</i>	<b>Ongoing/class teachers</b>
<p><b>Contingency planning for outbreaks</b>  <b>Swindon Covid 19 outbreak management plan - <a href="https://www.swindon.gov.uk/lomp">https://www.swindon.gov.uk/lomp</a></b></p> <p>If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice.</p> <p>In developing these contingency plans, Government expect schools to:</p> <ul style="list-style-type: none"> <li>Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations</li> <li>Give access to high quality remote education resources</li> <li>Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use</li> <li>Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li> <li>Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.</li> </ul>		
Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
School goes into partial lockdown (bubbles) (provision for key staff and vulnerable children)	Any year groups affected by partial lockdown will have learning packs issued on the school website to include: Purple Mash	<b>When required/all teachers</b>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
	<p>Oak Learning Academy White Rose Maths Reading Comprehension Topic related activities</p> <p>Current options for distributing homework packs will remain in place: pick up printed pack from office, home delivery for families who can't come out.</p> <p>LA laptops to be distributed to those vulnerable children identified. School to ensure that they have appropriate software and safeguarding protection.</p> <p>The school will liaise with PHE to follow all recommendations.</p> <p>low</p>	
School goes into full lockdown (provision for key staff and vulnerable children)	<p>The actions above will be extended to all children affected.</p> <p>Key worker school to continue. Initially use DB and HB in library and resources room.</p> <p>Ensure clear communication to parents.</p> <p>low</p>	<b>As needed/ SS, DB, HB</b>
<p>Remote education support</p> <p>Schools are expected to have the capacity to offer immediate remote education.</p> <p>When teaching pupils remotely, government expects schools to:</p> <p>Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</p> <p>Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</p> <p>Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</p>	<p>See above.</p> <p>low</p>	<b>As needed/All teachers</b>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
<p>Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</p> <p>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</p> <p>Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</p>		

<b>Curriculum</b> Review curriculum expectations, catch-up support, in guidance <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a> (Music, Physical activity in schools, Pupil wellbeing and support and behaviour expectations are included in the risk assessment above)
<p>Detail any risks or difficulties:</p> <p>All teachers are planning to deliver a broad and balanced curriculum in September. See above for adaptations to music and PE curriculum.</p> <p>All teachers will carry out assessment activities in September, not tests. These will inform where support should be targeted.</p> <p>Extra full time teacher employed to support catch up in KS1.</p> <p>School will engage fully with government catch up programmes when details are known.</p> <p>All teachers aware that the SRE curriculum has not been delivered to all pupils this year. Adaptations to the relationships and sex education units will be made when these are revisited. Main secondary feeder school has been informed of potential gap in SRE.</p>

<b>Assessment and Accountability</b> Review information in guidance <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a>
<p>Detail any risks or difficulties:</p> <p>None identified currently.</p> <p>School plans to take part in optional Reception baseline.</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
----------------------------	--	--------------

SBC Review comments:	
<p>Bernice Weiss: a very thorough and clear risk assessment. One comment for consideration:  Where you state '<i>Staff have co-ordinated distribution of second hand uniform for those families that want it.</i>' I suggest you add in comments regarding advising parents to thoroughly clean the garments before the child wears them – addressed: SS</p> <p>Should further comments be provided by H&amp;S and HR after their reviews these will be forwarded separately.  Many thanks</p> <p>H&amp;S comment below  No H&amp;S comment here. Satisfied that the school has made an attempt to address most, if not all the identified guidance factors for the Covid controls.</p>	
Reviewed by: Bernice Weiss	Date: 20/07/20