

Schools operating safely during pandemic risk assessment

This risk assessment is updated in the light of feedback, experience and guidance. Trade unions and staff are invited to comment and this is being made public via the school's website. The Department for Education's guidance is at

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

Attending school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children.

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families. There is no evidence that children transmit the disease any more than adults, and no evidence that staff in education settings are at any greater risk of fatal outcomes than many other occupations.

Public Health England endorses a 'system of controls' that are a hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) pandemic. When implemented in line with a revised risk assessment, Government advice is that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning and ventilation arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable

Key to the school's risk assessment is:

- avoiding contact between groups – **year group bubbles**
- arranging classrooms with forward facing desks – **Years 2-4**
- staff maintaining distance from pupils and other staff as much as possible

Key measures to prevent spread of coronavirus are:

- minimising contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- where recommended, the use of face coverings in schools – **Adults whilst in communal spaces**
- clean hands thoroughly more often than usual
- ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach – **tissues and bins in each room**
- introducing enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents – **classes cleaning during the day, additional cleaning of the toilets**
- minimising contact between individuals and maintain social distancing wherever possible – **Reduction in mixing by adapting staff timetables, whilst still offering a broad curriculum.**
- where necessary, wearing appropriate personal protective equipment (PPE)
- always keeping occupied spaces well ventilated – **windows open**
- engaging with the NHS Test and Trace process
- managing confirmed cases of coronavirus (COVID-19) amongst the school community
- containing any outbreak by following local health protection team advice
- responding to additional guidance if the school is an area that moves to Local COVID Alert Level: high or very high,

Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, Government advice is that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or who believe they may be at possible increased risk from coronavirus, school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.

New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13th October. The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level. All staff can continue to attend school at all Local COVID Alert levels.

In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and only for a limited period of time. The government will write to individuals to inform them if they are advised to follow formal shielding and not attend the workplace.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.

Increased ventilation may make school buildings cooler than usual over the winter months. Parents are encouraged to ensure their children wear additional, suitable indoor items of clothing to be worn during the winter period.

When children are required to self-isolate, remote learning will be provided. Remote learning will include:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

a) Premises/Health and Safety

	Risk	Countermeasure	By whom?	By when?
1	Insufficient toilets to enable social distancing	<ul style="list-style-type: none"> Each year group (bubble) to be assigned toilets. Toilets clearly labelled. Ensure parents understand we are having gender neutral toilets in Autumn Term. Year 4 have two sets (girls and boys) Explain to children which toilets they need to use. Staff to supervise area when whole class using them. Schedule for different classes as to when toilets are used – agree with teaching partner A rota for all groups to use the toilets frequently and reduce the need to go at adhoc times. Schools to include details in their plan. Open windows every day for ventilation Prop open internal doors to toilet lobby area 	<p>SLT</p> <p>HB</p> <p>Teachers</p> <p>TH</p>	<p>1st September</p> <p>End of Summer Term</p> <p>On return – 8.3.21</p> <p>Daily</p>
2	Pupil or teaching group leader is sent home with symptoms of COVID	<ul style="list-style-type: none"> Providing PPE for staff member supervising pupil. Designated suspected COVID isolation room (Use Parent Room – open windows, but close internal door), separate to normal first aid room. Deep clean of isolation rooms and 	Staff overseen by SLT	As necessary

		<p>areas staff member or pupil had contact with.</p> <ul style="list-style-type: none"> • Refer to guidance on communicating with staff and parents • Information provided about testing procedure (Offer phone support to parents needing help to organise a test once they have taken their child home) • Request to be informed of test outcome • If a test is positive, follow guidance about isolation 	Office/SLT	As necessary
3	Parents do not have confidence in the school being safe	<ul style="list-style-type: none"> • Frequent communication. • Clear expectations on arrangements and procedures if a child shows symptoms • Opportunity for parents to share concerns • Coordinated message across local schools • Information on procedures in schools sent out prior to the start of term • Explain measure being taken to adapt the school's operations – Information shared w/c 22.2.21 with parents ahead of welcoming back all pupils • Regular reminders/information communicated to parents, 	HB SLT	W/C 22.2.21

4	Congestion at start and end of day	<ul style="list-style-type: none"> • Stagger drop offs and pick ups • One parent max • Limiting contact between parents and staff by Parents drop children 2m from door – marked on ground. • Drop off / collection stations at school gates – One way system around the school site clearly marked with arrows at 2m intervals. Each year group has their own entrance into the school building. Map shared with parents and displayed at entrances/exits. • Staggered start and end times strictly expected longer slots allowing contingency if run over – these can be adjusted down going forward if necessary – Extend drop off (8.40 – 9.00am) by 5 minutes and group, same for pick up (3.10 – 3.30). Families assigned times and asked to not arrive before their slot. Families told to stay away from other families and to keep moving. Masks mandatory unless parents exempt • Nursery children to enter the building by themselves 	<p>TH</p> <p>SLT</p> <p>HB</p> <p>MW & Nursery Staff</p>	<p>8.3.21</p> <p>8.3.21</p> <p>8.3.21</p> <p>Daily</p>
5	Repeated touching of contact points (e.g. door handles) increases risk of spreading infection	<ul style="list-style-type: none"> • Keep doors open – Internal doors kept open. Internal door from front reception into main school to be kept shut for pupil safety. 	TH	Daily

		before & after lunch for those eating in classrooms.		
8	Cross contamination in shared spaces such as toilets	<ul style="list-style-type: none"> • Toilet management. Each school to plan how they timetable access and ensure regular cleaning for staff and students – year group bubbles and toilets assigned by year group. Teachers to plan access. • Protocol for students – hand sanitisation – Every classroom has handwashing facilities which can be used during the day. Revisit hand washing with pupils regularly. • Regular cleaning • Communicate with parents to reinforce expectations • Corridor windows to be open for ventilation • Consideration has been given to where it is beneficial to restrict access to unused areas to support operational management. • Each year group has a day to use the school hall – cleaned each evening. • Intervention spaces allocated per year group – no shared use of space 	<p>Staff</p> <p>Teachers</p> <p>HB</p> <p>TH</p>	<p>Daily</p> <p>As necessary</p> <p>March 21</p> <p>Daily</p>
9	Parents send children who are unwell to school	<ul style="list-style-type: none"> • Clear guidance for parents on indicators and actions if child unwell and reporting to school to allow monitoring of those 		

		<p>presenting with symptoms. – Share symptoms with parents. Remind parents of absence reporting procedures. If messages are unclear, then school will contact family and ask further questions.</p> <ul style="list-style-type: none"> • Share flowchart with parents re: when to keep children off school. 	KW & Office Staff	March 21
10	Parents not aware of testing protocols	<ul style="list-style-type: none"> • Communication planning and protocols regularly. Use Weekly Messenger for reminders. Share website for booking tests with parents. Provide phone support for families who may struggle to understand protocols. • SLT to decide whether a family should be given a home testing kit, if we think that is the only way they will access a test. • Provide parents with more information on testing and test and trace. 	SLT HB	AS necessary 18.9.20
11	Safety around facemasks	<ul style="list-style-type: none"> • Refer to DfE guidance that makes clear face masks are not recommended in schools, should be removed if worn whilst travelling to school and waste areas for disposal of used face masks – Reminder to parents that children do not need to wear face masks in communication in March 	HB	March 21

		<ul style="list-style-type: none"> • Agreement in place with parents who require children to wear masks in school. • Staff and Parents to wear face coverings during drop off and pick up due to not always being able to maintain social distancing. Reminders to staff about safe use – handwashing before and after use. • Staff to wear face coverings when in communal areas e.g. corridors, toilets, staff room. • If staff wish to wear face shields in classroom, then this is acceptable. Staff must clean daily. • Staff at The Den are encouraged to wear a shield/face covering. 	<p>HB & staff</p> <p>March 21</p> <p>HB & Staff</p> <p>March 21</p>
12	Classrooms have resource that does not need to be present with adjusted curriculum, but gets handled by pupils	<ul style="list-style-type: none"> • Classrooms to have unnecessary equipment removed before opening and stored away where possible – consider noting down what has been removed from where to where for future return • Children to have their own set of resources, or a set between two (younger years) • General classroom resources limited • All equipment (including PE equipment) must be cleaned after use 	<p>Class teachers & TAs</p> <p>Daily</p> <p>Staff</p> <p>Daily</p>

13	Children arrive by bus / minibus -	<ul style="list-style-type: none"> • Attempt that the way pupils are grouped together on transport, where possible, will reflect the bubbles that are adopted within school • Use hand sanitiser upon boarding and/or disembarking • Additional cleaning of vehicles • Organise queuing and boarding where possible • Increase distancing within vehicles wherever possible • Expect 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 		
14	Unable to maintain social distancing whilst carrying out first aid.	<ul style="list-style-type: none"> • Appropriate CPD and PPE provided for all staff – staff carrying out first aid remain in their bubble to reduce exposure. • Each bubble to know who their first aider is • Training on donning and doffing PPE 	<p>All Staff</p> <p>SLT</p>	<p>3rd September</p> <p>3rd September</p>
15	Providing school meals pupils safely	<ul style="list-style-type: none"> • Kitchens will be fully open to provide food to all pupils who want it, including for those 		

		<p>eligible for benefits-related free school meals or universal infant free school meals. – 'Grab and Go Meals' from VVertas</p> <ul style="list-style-type: none"> • School kitchens will comply with the guidance for food businesses on coronavirus (COVID-19) • Dining room by 3 year groups; Reception, 1 & 2. Other year groups having lunches delivered to classes by Vertas staff. • Nursery to eat in The Nest • Vertas staff to clean dining hall once all children have finished. 	HB & Vertas	Daily
16	Necessary checks before opening	<ul style="list-style-type: none"> • School leaders have followed arrangements to bring areas of the premises into safe use before opening e.g. asbestos, fire, site security and legionella reviews as normally undertaken at the end of the summer period. 	TH/KH & HB	AS necessary
17	Congestion using bike racks	<ul style="list-style-type: none"> • Pupils are advised to use the racks one at a time if necessary supervised by staff – If bikes/scooters are ridden to school there is limited storage on site – only one family at racks at any one time. 	HB	March

18	Travel	<ul style="list-style-type: none"> Parents are encouraged to only travel with members of the same ' class or year group 'bubble' – Communicate to parents Parents reminded that they should not be walking to school with other families as per guidance. 	<p>HB</p> <p>HB</p>	<p>July/September</p> <p>March</p>
19	Visitors	<ul style="list-style-type: none"> By Appointment only – take contact details Ask adults to wear face coverings especially if moving around main school areas (e.g. main school corridors) Only necessary visitors will be welcomed to school eg. Social workers, therapists, construction workers (when work is urgent). Visitors can work with individual children from multiple year groups, but must maintain social distancing where possible and surfaces/resources must be cleaned between individuals. Visitors must wash their hands between working with different children. 	HB	As required
20	Ventilation	<ul style="list-style-type: none"> Every space must have windows open to provide enough constant air flow – use higher windows where possible Open all doors and windows during break/lunch to change air 	All Staff	Daily

		<ul style="list-style-type: none"> Children and staff can wear additional layers to keep them warm during the winter 		
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b) Staffing/HR and capacity

	Risk	Countermeasure	By whom?	By when?
1	Unable to provide sufficient staffing	<ul style="list-style-type: none"> Contingency plans communicated to parents similar to 'snow days' – Use bubble support staff where possible Communicate with staff through telephone tree. Parents via ParentMail, Twitter and school website Close bubbles if insufficient staffing 	<p>HB & Admin Staff</p> <p>HB</p>	<p>As necessary</p> <p>If needed</p>
2	Unable to staff provision of breaks/lunch for teaching group leaders	<ul style="list-style-type: none"> Maintain bubbles for pupils outside but with supervision maintain social distance using wider staff – field zoned using markers and each bubble assigned a space. Staff to cover breaktimes within their bubbles – timings to be assigned by SLT MDSAs assigned to year group bubble – maintain distance where possible Bubbles to wash hands in their assigned toilets before eating lunch All schools to have arrangements for wet play ensuring a break for staff 	<p>JQ</p> <p>Staff</p> <p>MDSAS/SLT</p>	<p>Daily</p> <p>Daily</p> <p>Daily</p>

		<p>and pupils but maintaining minimal contact –</p> <ul style="list-style-type: none"> • TAs have agreed to move their lunchbreaks by 30 minutes one day/week. Teachers complete 30 minute duty one day/week (still have a reasonable break of 30 minutes). To help children settle at lunch, give out lunches and supervise. 	Staff	Daily
3	Staff not confident they will be safe – particularly in nursery settings	<ul style="list-style-type: none"> • Clear guidance and training for staff on appropriate use of PPE with sufficient PPE in stock to ensure compliance – Use video of donning and doffing PPE so it is used correctly and disposed of safely • Specific training for site staff on infection control. • Trust bank of risk assessments to support these decisions • Each Wednesday, time allocated staff given CPD on personal safety and opportunity for supervision/feedback of any concerns • Trust well being line available – Staffroom display with information on • FAQs from trust for staff • Reduce mixing of staff by adjusting timetables • External staff to maintain social distancing from all pupils and staff 	<p>Staff</p> <p>HB</p> <p>MR</p>	<p>September PD Days</p> <p>September PD Days</p>

4	Infection enters the school site	<ul style="list-style-type: none"> Engage with the NHS Test and Trace process Manage confirmed cases of coronavirus (COVID-19) amongst the school community Contain any outbreak by following local health protection team advice Clean any areas where infected individual has been as soon as possible 	SLT HB/TH	As necessary As necessary
5	Staff not aware of testing protocols	<ul style="list-style-type: none"> Communication planning Reinforce support available for staff and their families Remind staff of self-referral testing process and employer testing referral process Testing results to be communicated to school leadership Protocol to be displayed in staffroom 	HB MR	As necessary September
6	Staff communal areas do not cater for social distancing	<ul style="list-style-type: none"> Clear protocols for staff breaks / times / rooms / refreshments / toilets – staff to clean hands before entering staff room (hand sanitiser at entrance)/using photocopiers. Wipe photocopiers down after use Each bubble given allocated space for break times. Catering equipment provided for each staff break room – staff room and bottom corridor 	All Staff	Daily

		<ul style="list-style-type: none"> • Main Staff Room – Office, Yr 3 and Yr 1 • Intervention Rm: Reception & Yr 2 • Bottom Corridor: Yr 4 • Nursery use their office • Each staff member to have their own cup/water bottle. Hands must be cleaned before using shared resources and areas cleaned after use. • Staff to provide their own tea/coffee etc. No shared cutlery/crockery. • Staff to not make drinks for others 	All Staff	Daily
7	Staff sharing equipment (part time)	<ul style="list-style-type: none"> • No shared equipment for staff where possible. – Teachers all have their own laptop • Rigorous cleaning of shared equipment • Protocols around usage of shared equipment such as photocopying – use hand sanitiser before use. Wipe photocopier down after use • Regular cleaning of equipment between home and school such as laptops • Bubbles reduce this occurring • Maximise the opportunities presented by the flexibility of part time staff to reduce exposure such as allowing 0.5 teacher to work one week and have one week off • Tablets to be wiped down after use. 	All Staff	Daily

8	Staff PPA increases risk and reduces the impact of social distancing	<ul style="list-style-type: none"> • Use staff who keep at a distance – Timetable lessons that allow for distancing. • Staff to wash hands before entering bubbles • Art provision will be blocked so DM works with one year group per week. • External staff (PE & Music) must keep their distance from children and staff to reduce the risk of contacts. 	All Staff Staff	Weekly Weekly
9	Reduced capacity due to a member of senior / middle leadership contracting Covid-19	<ul style="list-style-type: none"> • Short-term: Re-allocate key duties during period of illness • Medium-term: ask for support from USP to provide additional leadership capacity • Identification of staff who are able to 'step-up' if required • Update SLT/Office Staff list of responsibilities – mark priority responsibilities 	SLT/Admin Staff	September
10	Impact on school development priorities / capacity to achieve priorities	<ul style="list-style-type: none"> • Adjust current priorities to focus on re-establishing the school's core business – Governors have asked for a short term SDP for Autumn Term with focus on wellbeing and foundations • English, Maths and Phonics taught every morning Mon-Thurs across the school • Adjust priorities termly 	SLT Teachers	September – December Weekly

		<ul style="list-style-type: none"> Seek support from the Trust for identified areas of concern/ weakness SDP updated so termly actions – SLT to continue to strive for improvement, but to be very aware of staff wellbeing. Wellbeing governor details available to staff SLT have prioritised Spring Term targets to help manage workload 	<p>HB & SLT</p> <p>HB</p>	<p>January</p>
11	Induction for staff	<ul style="list-style-type: none"> Induction for new staff on all policies and procedures, if this has not already taken place as new protocols. – Follow induction checklist & include RA Induction in new protocols for all staff who haven't been working during the closure period. – Update all staff on procedures/protocols in September Induction for staff who have been furloughed when they return. 	<p>HB</p> <p>SLT</p>	<p>As necessary</p> <p>September</p>
12	Some traditional events in the school calendar are unlikely to be practicable	<ul style="list-style-type: none"> Work through calendar of events and make decisions on practicalities – virtual events where possible. Use Tapestry to share learning with parents 	<p>SLT</p> <p>Teachers</p>	<p>As required</p>
13	Unable to support intimate care for nursery/reception pupils in a safe manner (PPE / CPD?)	<ul style="list-style-type: none"> CPD with effective PPE provided as per guidelines. Dedicated areas for Intimate Care Needs for Nursery & Reception. 	<p>Staff</p>	<p>As necessary</p>

		<ul style="list-style-type: none"> Cleaned after use PPE (Gloves and Aprons) available 		
14	Staffing for breakfast and after school clubs	<ul style="list-style-type: none"> Where possible, keep children in bubbles within the breakfast and after school clubs Staff to maintain distance from children and each other. Limited to 15 children per session. Children to have outside access – children must remain in bubbles as much as possible. Children can complete activities out of the room, but must remain in year group bubbles. Year group per table – table top activities Staff to prepare food and take to children. All children to wash their hands before entering The Den Staff to wear face coverings in The Den Staff to remain away from one another Staff to not spend more than 15 minutes within 2m of any children 	The Den Staff SLT	Daily
15	Unable to provide lunch supervision particularly for 1-1 pupils	<ul style="list-style-type: none"> Maintain bubbles outside but supervise using alternative staff maintain social distance – One MDSA assigned per year group Risk assessment for each child in this category to review provision – 	JQ/KK	Daily

		Vulnerable children identified and MDSAs made aware of strategies		
16	Staff unable to return to work due to lack of childcare for their own children -	<ul style="list-style-type: none"> Trust standard letter, we expect employees to make arrangements with their child's school as keyworkers. Last resort is employee requests unpaid leave. Consider rota patterns, flexible work requests and temporary alterations to contracts. 	HB/MR	If required
17	Ensuring that staff who are in work but have household members shielding, are able to maintain stringent social distancing.	<ul style="list-style-type: none"> Use attached template for risk assessments for vulnerable staff Workplace risk assessments are in place and regularly monitored/reviewed. Follow COVID 19 guidance for all educational settings Work with staff to make adaptations where possible e.g. work in quiet areas, limited movement around school 	SLT/MR	Updated November 2020
18	Anxious staff	<ul style="list-style-type: none"> Induction on new protocols to reassure on how risks are being managed to protect staff. Constant reminder of trust wellbeing scheme and other support available including occupational health. – Staffroom display Regular communications with staff who continue to work from home. Discuss opportunity of unpaid leave with staff who do not want to return 	MR	September

		<p>to work and do not come under a vulnerable category.</p> <ul style="list-style-type: none"> • Whole Staff Briefings so all staff are included • Make personal contact with anxious staff to reassure them. 	HB	<p>Weekly</p> <p>Before September return</p>
19	Staff transport into work	<ul style="list-style-type: none"> • All staff to minimise the use of public transport and use alternative methods of getting into work if possible – Staff walk or drive to work • School leaders to communicate clearly that any staff concerns around transport need to be raised ASAP. 	Staff	Daily
20	Pregnant members of staff – None known	<ul style="list-style-type: none"> • Should attend school 		
21	Use of outdoor equipment spreads infection	<ul style="list-style-type: none"> • Outdoor playground equipment will be more frequently cleaned. – Fixed equipment (gym trail, trim trail and tyres) are not in use currently 	Staff	Daily
22	Clinically Extremely Vulnerable (CEV) Staff	<ul style="list-style-type: none"> • Work from Home if possible, or stay at home when advice dictates this 	HB/ MR	Until 31.3.21
24	Clinically Vulnerable, Over 60s, or those with a CEV family member	<ul style="list-style-type: none"> • Reduced contacts (must maintain social distancing) from all staff • Restrict movement around school: 	All Staff Staff	Daily

	(This is a significant number of staff, therefore the following measures will need to be followed by all staff)	<p>Staffroom Photocopier: Yr 2, Office, Yr 3, Yr 1 Bottom Corridor Photocopier: Reception, year 4, Nursery Staffroom: Office, Year 3, year 1 Intervention Room: Reception & Year 2 Bottom Corridor Staff Room: Year 4, GH, PC, DM Nursery Staff use Nursery Office</p> <ul style="list-style-type: none"> • No staff except office staff to enter main office • Staff must not cross 'bubbles' in a day. Timetable adapted to allow for PPA & Art lessons 	HB	
25	Staff working 1:1 with children	<ul style="list-style-type: none"> • Staff can work 1:1 with children from different year groups, but must not go into classrooms (only be in contact with the individual child) • Wear a face covering/visor when collecting the child • Socially distance from children and use a plastic screen between them as extra protections • Clean all surfaces/resources after working with a child • Wash hands between working with different children 	HB/Staff	As necessary

		<ul style="list-style-type: none"> • 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. – No large bags. Children to bring water bottle, lunchbox, coat. No PE Kits. Children to keep a pair of trainers in school. • 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. Similar rules on hand cleaning, cleaning of the resources and rotation apply to these resources. Reading books brought in every day. Monday & Thursday changing – returned books kept in quarantine for 3 days before returning to library. • Teachers within the bubble can collect books in for marking – clean hands before and after touching books 		
2	Children not in school miss out on education	<ul style="list-style-type: none"> • Staff working at home support remote learning • Trust approach to support this 	SLT	As required

		<ul style="list-style-type: none"> • Staff training on videos/recording inputs. • Children who are isolating or are shielding will receive bespoke home learning via Tapestry. This will be commented on by staff, but no detailed feedback given. • Children who are not in because parents refuse will be signposted to Oak Academy/White Rose. Completed work can be shared via Tapestry. Work will be commented on, however no detailed feedback given. 	<p>HB</p> <p>Teachers</p>	<p>30/9/20</p> <p>As necessary</p>
3	Unable to deliver the full curriculum	<ul style="list-style-type: none"> • Expectation that full curriculum will be covered • Timetables to be organised to include full coverage of the curriculum based on LTP • Use White Rose Resources for planning Maths 	TEachers	<p>By September</p> <p>Deliver until Dec 20</p>
4	Significant gaps in learning in all classes as they return	<ul style="list-style-type: none"> • Use SfA/PIXL to close gaps in English • Use screenings to help • White Rose Maths – Updating plans to accommodate loss of learning • Use available resources to support teachers – DfE maths videos, White Rose Webinars • Subject leaders analyse lost learning and potential impact on cyclical curriculum 	Teachers	Continuous

		<ul style="list-style-type: none"> • Adjust wider curriculum plans to accommodate lost areas of learning – Comprehension clinic, calculation clinic • Use Staff CPD time to look at particular areas of need and support staff in targeting these 	SLT	
5	Lack of assessment for learning	<ul style="list-style-type: none"> • Maximise use of all PIXL assessments • Use White Rose mini tests • Reading Fluency – Repeated Reading intervention • Maths Fluency – Calendar time • Use Core Team meetings across school to monitor children’s progress 	Teachers	Continuous
6	Insufficient attention to children’s emotional needs on return	<ul style="list-style-type: none"> • Schools will support: <ul style="list-style-type: none"> - the rebuilding of friendships and social engagement - address and equip pupils to respond to issues linked to coronavirus - support pupils with approaches to improving their physical and mental wellbeing • Class Assemblies focused on social interactions/friendships • Whole School Assemblies • Trauma informed school training • Teachers greeting each pupil at classroom door with daily check in – in line with behaviour policy 	Staff	Daily

7	EYFS Provision & Year 1	<ul style="list-style-type: none"> • Provided in Nursery, Reception and Year 1 (till October half term to aid transition) • Children not expected to social distance. • Tables are set up as groups to allow for curriculum learning • Resources cleaned frequently. 	Nursery, Reception & Year 1 Staff	Daily
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d) Personal Development including Social/Emotional well-being and Behaviour including attendance/exclusion

	Risk	Countermeasure	By whom?	By when?
1	Unable to provide staggered break and lunch times for pupils	<ul style="list-style-type: none"> • Monitor, through Core Team Meetings, level of need across school and deploy staff accordingly • Maintain breaks and lunches through bubbles if necessary, supervising from distance – Lunches staggered and each bubble given at least 30 minutes outside depending on speed they eat lunch • 15 minute morning (ALL)/afternoon break (KS1) • SLT presence during lunchtimes • Three year groups to eat within dining room – distance can be maintained between groups • Years 3 & 4 eat lunch in classrooms – Eats staff take lunches to classrooms. Class Staff clean tables before & after lunch 	All Staff	Daily

2	Children aren't clear on school routines	<ul style="list-style-type: none"> • Induction/practical training for staff/parents/children – video before the 1st June (with key worker children?) – Revisit routines and expectations on school return • Clear system for any accepted movement around the building including one-way systems with clear signage / marking with tape etc. • Consistent strategies shared & included in behaviour policy • Remind children of routines at start of each half term 	<p>All Staff</p> <p>Staff</p>	<p>8.3.21</p> <p>Daily</p>
3	Children don't follow hygiene rules	<ul style="list-style-type: none"> • Schools have regular and repeating notices/training/ assemblies (in small group) using technology where possible for staff (one pre-recorded video to be used when needed?), children and parents on expectations for hand washing, tissues, coughing, hand gel, not sharing equipment – Assemblies on Google Meets for whole school • Circle Time to revisit expectations and promote good hygiene • Handwashing supervised at key points each day e.g. first thing, after break/lunch - use classroom sinks when possible 	Staff	Daily
4	Unable to safely use play equipment	<ul style="list-style-type: none"> • Consider restrictions on play equipment or taking it out of action 	EYFS Staff	Daily

		<ul style="list-style-type: none"> – Main school equipment out of action. • In EYFS, outdoor equipment will only be used within their bubble (Nursery/Reception) • All equipment to be cleaned daily after use – wash bags. • 		
5	Children require additional support to follow these measures	<ul style="list-style-type: none"> • Work with parents by phone • Use of technology to model (video) • Social stories created for key pupils – copy in school and given to parents to share at home 	Classteacher/KK	As necessary
6	Effect of insufficient transition activities during the summer term	<ul style="list-style-type: none"> • Consider staggered starts when schools re-open All pupils have been invited in for transition day in Summer Term. • Vulnerable pupils will be called on PD Days as a check in before starting on 4th September 	Teachers	3 rd September
7	Behaviours for learning takes time to establish and are challenged by some pupils	<ul style="list-style-type: none"> • Refresh Behaviour Policy – Update with additional expectations/consistent strategies • Run a whole-school project for children and teachers to ‘re-connect’ All Through Virtual events too • Adjust class compositions, if necessary, for September, to create a better balance – Classes mixed for September in line with normal policy 	KK	September

		<ul style="list-style-type: none"> • Use virtual assemblies to re-establish the school's rules/codes etc. • Re-establish expectations and the principles of learning that the school has already in place • Some children are finding the transition back into school challenging – support plans in place for the individuals 	Class Teachers	As needed
8	Attendance is poor	<ul style="list-style-type: none"> • Remind and work with parents/ carers to quickly re-establish good attendance habits especially. PAs • Inform parents/ carers that the school has been deep cleaned to reduce fears of C-19 infection • Monitor attendance closely and Pastoral Manager make contact quickly if we have concerns. • Those who do not attend will be signposted to Oak Academy & White Rose for learning. 	HB & KW	July & September Daily
9	High risk pupils with challenging behaviour require restraint posing additional risk to themselves and staff	<ul style="list-style-type: none"> • Staff allocated according to relationships thereby reducing potential for risk • Clear expectations on need for social distancing – work with families and trust if pupil unable to comply • Update support plans to include additional strategies. 	KK/Staff	Continuous

		<ul style="list-style-type: none"> Jo Jones, Psychotherapist, if deemed an appropriate candidate 		
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e) Vulnerable children (SEND/LAC)

	Risk	Countermeasure	By whom?	By when?
1	Children with SEND do not have needs met	<ul style="list-style-type: none"> Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories – Families called prior to return 	Teachers	March 21
2	Children have suffered trauma, both in existing challenging situations known to the school, or new situations previously unknown to the school	<ul style="list-style-type: none"> Late August briefing of trauma session for use at September PD day Teachers have identified children – provision is being planned and adapted for each individual case 	All Staff	As needed