

# Thundersley Primary COVID-19: Operational risk assessment for school 2020-2021

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 23<sup>rd</sup> February 2021

[Schools coronavirus \(COVID-19\) operational guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90222/schools-coronavirus-operational-guidance)

<b>Assessment conducted by:</b>	Emma Dawson	<b>Job title:</b>	Headteacher	<b>Covered by this assessment:</b>	Staff, pupils, contractors, visitors, volunteers
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<b>Date of assessment:</b>	23.2.2021	<b>Review date::</b>	23.2.2021	<b>Date of next review:</b>	15.3.2021
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## Related documents

### Trust and School documents:

- Health and Safety Policy
- First Aid Policy
- Child Protection Policy
- DFE Guidance relating to COVID19
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Health Protection (Notification) Regulations 2010
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'

### Government guidance:

- [Schools coronavirus \(COVID-19\) operational guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90222/schools-coronavirus-operational-guidance)
- [Contingency framework: education and childcare settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/contingency-framework-education-and-childcare-settings)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)
- [Home | MindEd Resilience Hub](#)
- [School Planning Guide 2021 | Education Endowment Foundation | EEF](#)
- [Safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe)
- [Early years foundation stage: coronavirus disapplications - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-coronavirus-disapplications)

## Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	<b>Major:</b> Causes major physical injury, harm or ill-health.	H	H	H
	<b>Severe:</b> Causes physical injury or illness requiring first aid.	H	M	L
	<b>Minor:</b> Causes physical or emotional discomfort.	M	L	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No/Planned)	Further action/comments	Residual risk rating (H/M/L)																				
<b>1. Establishing a systematic process of fully opening, including social distancing</b>																									
<b>1.1 Organisation of Bubbles</b> <i>Scientific advice suggests that there is a moderate to high degree of confidence that the susceptibility to clinical disease of younger children (typically, until they become teenagers) is generally lower than for adults. However, it remains important that protective measures as outlined in this risk assessment be put in place to help reduce the risk of transmission.</i>																									
<b>The school does not take account of local or national restrictions or advice.</b>		<ul style="list-style-type: none"> <li>Headteacher to engage with Schools communications emails from ECC and put measures in place accordingly</li> <li>From 17.10.2020 Tier 2 restrictions in Essex               <ul style="list-style-type: none"> <li>Facemasks to be worn in corridors and outside class bubbles</li> <li>PPA to be taken at home only 1 staff in.</li> </ul> </li> <li>From 2.11.2020 National lockdown               <ul style="list-style-type: none"> <li>Facecoverings to be worn in all areas outside bubbles by all staff</li> <li>Staff with risk assessments to wear face covering at all times</li> <li>Individual risk assessment to re-evaluated for CVE staff and decisions made as to whether they should remain at school.</li> <li>No outside visitors except for vulnerable families e.g social care involvement.</li> </ul> </li> <li>From Monday March 8<sup>th</sup> attendance compulsory for all children</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>																					
<b>Individuals mix with a large number of individuals each day and therefore increase likelihood of spreading covid-19</b>	H	<ul style="list-style-type: none"> <li>Class Bubble groups are in place and these are kept separate and maintain distance between individuals.</li> <li>EYFS is in a year group bubble as operationally this ensures that their education is not affected.</li> <li>All children are included in distinct groups/ 'bubbles' that do not mix and the number of children in each bubble is as small as possible.</li> <li>There is full compliance with the 12 PHE system control measures set out in the latest government guidance.</li> <li>Staggered arrival and leaving times; break times and lunch times.</li> </ul> <table border="1" data-bbox="622 1075 1397 1409"> <thead> <tr> <th>Year</th> <th>Drop Off Route</th> <th>Drop Off</th> <th>Exit Route</th> <th>Exit</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>Green Car Park Drive</td> <td>0855</td> <td>Green Car Park Drive</td> <td>1455</td> </tr> <tr> <td>1</td> <td>Yellow Driveway</td> <td>0855</td> <td>Yellow Driveway spots</td> <td>1500</td> </tr> <tr> <td>2</td> <td>Main pedestrian gate</td> <td>0850</td> <td>Lined up outside and collected when parents visible at gate/fence</td> <td>1505</td> </tr> </tbody> </table>	Year	Drop Off Route	Drop Off	Exit Route	Exit	EYFS	Green Car Park Drive	0855	Green Car Park Drive	1455	1	Yellow Driveway	0855	Yellow Driveway spots	1500	2	Main pedestrian gate	0850	Lined up outside and collected when parents visible at gate/fence	1505	P		L
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<b>1.2 Organisation of teaching spaces</b>																								
Teaching pupils in full classes will increase the risk of the virus spreading	H	<ul style="list-style-type: none"> <li>• There is full compliance with the 12 PHE system control measures set out in the latest government guidance.</li> <li>• Pupils observe hygiene guidance and wash hands frequently.</li> <li>• Good respiratory hygiene is ensured by promoting the 'catch it, bin it, kill it' approach.</li> <li>• Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach introduced.</li> <li>• Contact between individuals minimised and social distancing maintained</li> </ul>	P		L																			

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		<ul style="list-style-type: none"> <li>• wherever possible.</li> <li>• Staff maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults maintain 2 metres distance from each other, and from children.</li> <li>• Pupils are seated side by side and facing forwards, rather than face to face or side on.</li> <li>• Unnecessary furniture is moved out of classrooms to make more space</li> <li>• Classroom laid out in rows with children facing the front - maximum space between staff and front row of children at least 2m.</li> </ul>		<ul style="list-style-type: none"> <li>• Face coverings are not now mandatory in any schools.</li> <li>• However, in Rpbus we are recommending that they be worn in communal areas and when staff are meeting with others who are not in their class bubble.</li> <li>• Staff outside do not now need to wear a mask, when with their bubble.</li> </ul>	
<b>The use of shared spaces and specialist classrooms increases the risk of infection between bubbles</b>	H	<ul style="list-style-type: none"> <li>• Larger spaces and specialist classrooms are used by one discrete class at a time.</li> <li>• Large and specialist spaces are cleaned and disinfected thoroughly before and after use.</li> <li>• Large gatherings prohibited.</li> <li>• Design layout and arrangements are in place to enable social distancing where possible.</li> <li>• Large pieces of outside equipment cannot be used as they would require a full clean before another bubble could use. (review this regularly as public playgrounds are now open)</li> </ul>			
<b>1.3 Availability of staff</b>					
<b>Due to covid-19 The number of staff who are available is lower than that required to teach classes in school</b>	M M	<ul style="list-style-type: none"> <li>• The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>• The updated guidance and expectations for those who are shielding and those who are clinically vulnerable or clinically extremely vulnerable is communicated to relevant staff and discussions held regarding return to work.</li> <li>• Risk assessments are undertaken for staff who are clinically vulnerable, clinically extremely vulnerable, or who have contextual factors related to age or ethnicity (Staff who are BAME or aged 55+ may be susceptible to risk of poor outcomes should they contract COVID-19).</li> <li>• All staff to complete self-declaration to identify if they are at increased risk. Individuals who are identified as being high risk meet with HT to discuss extra preventative measures being put in place.</li> <li>• Dialogue is held with Professional Associations/Trade Unions on the school's approach to staff returning to work.</li> <li>• Plans to respond to increased sickness are in place and reviewed daily. Cover sought within the year group bubble and might be supported by blended learning. If a teacher has to support who is not currently in the bubble they will have to maintain social distance of 2m</li> <li>• If a class teacher is absent then we would firstly ask the class TA to take the class. They will be supported by the TA from the other class in the same</li> </ul>	Y	<ul style="list-style-type: none"> <li>• CVE members of staff can return to work if they cannot work from home.</li> <li>• Risk assessments updated for each member of staff who has been shielding.</li> </ul>	L

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		<ul style="list-style-type: none"> <li>year group. If the absence was going to be for a longer period of time then an additional teacher would be asked to support.</li> <li>Staffing monitored each day</li> <li>Decision to be made by Head/Deputy if part or all of the school is to close due to unsafe staffing levels</li> </ul>			
<b>1.4 The school day</b>					
<p>The start and end of the school day create risks of breaching social distancing guidelines</p> <p>(See logistics plan)</p>	H	<ul style="list-style-type: none"> <li>Start and departure times are staggered without reducing teaching time.</li> <li>No parents on school grounds.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. Parents informed of not coming within 2 metres of other families.</li> <li>The number of entrances and exits to be used is maximised</li> <li>At least one Senior Leader will be on the main front playground to supervise the system of drop of and pick up.</li> </ul>	Y	<ul style="list-style-type: none"> <li>All parents/ carers to wear masks at drop off and pick-up</li> <li>Only one parent to attend</li> <li>Parents reminded to keep away from other families and not congregate in groups as they leave.</li> </ul>	L
<b>1.5 Planning movement around the school</b>					
<p>Movement around the school risks breaching social distancing guidelines</p>	M	<ul style="list-style-type: none"> <li>Class group 'bubbles' remain in their home bases for most of their learning.</li> <li>Timetabling avoids more than one class group in circulation at any one time in the same part of the building.</li> <li>Circulation plans have been reviewed and revised.</li> <li>Appropriate signage is in place to clarify circulation routes.</li> <li>Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms or utilising their own class door.</li> <li>Pupils regularly briefed regarding observing social distancing guidance.</li> <li>Pinch points and bottle necks are identified and managed accordingly.</li> <li>Appropriate duty rota and levels of supervision in are in place.</li> </ul>	P	<ul style="list-style-type: none"> <li>Lots of use made of outdoor space as appropriate</li> <li>Lunchtimes – tables layed out a safe distance apart and staff made aware of safe working practices.</li> </ul>	L
<b>1.6 Curriculum organisation</b>					
<p>Pupils in school will be taught and pupils at home will not have the same provision should a bubble go out due to a case of COVID.</p>	L	<ul style="list-style-type: none"> <li>Remote learning contingency plan will be enacted should there be a case of COVID in a bubble.</li> <li>Children in school in the year group will have the same provision as those at home – utilising Google Classroom.</li> <li>All pupils will have feedback on a weekly task as well as acknowledgement of tasks completed</li> </ul>	Y		L
<p>Having missed up to 5 months' learning, pupils will have fallen behind in their progress during school</p>	M	<p>From DfE guidance 23.2.2021</p> <p><b>Early years foundation stage (EYFS)</b></p>	Y	<ul style="list-style-type: none"> <li></li> </ul>	L

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<p><b>closures and achievement gaps will have widened</b></p> <p><b>Pupils will not be supported on return to school and therefore do not thrive / fall behind</b></p>		<ul style="list-style-type: none"> <li>• For pupils in Reception, disapplications of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full. You may consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if you think this would support your children following time out due to coronavirus (COVID-19). For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. For Reception, consider how all groups of children can be given equal opportunities for outdoor education</li> </ul> <p><b>Key Stages 1 and 2</b></p> <ul style="list-style-type: none"> <li>• For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.</li> <li>• The curriculum and it's content is evaluated to ensure that they key areas are prioritised without making it so narrows as to disadvantage children. Priority will be given to vocabulary at all levels.</li> <li>• Learning that children undertook at home will be celebrated and use of language such as 'catch up' will not be used in school with children.</li> <li>• Those children disadvantaged (either PPG or vulnerable or disadvantaged by COVID) will be given bespoke support)</li> <li>• The school develops and implements a comprehensive plan which will identify the learning gaps for individual and groups of pupils in terms of curriculum and knowledge, and will put in place plans to address this. This will include revising schemes of work, prioritising key elements of the curriculum and additional planned intervention programmes.</li> <li>• Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place.</li> <li>• Each activity should be risk assessed and should not be run unless the risks can be mitigated.</li> <li>• Home and remote learning will continue and will be aligned to complement in-school learning and address gaps identified.</li> <li>• Whole school approach to adapting curriculum (S/M/L term), including: <ul style="list-style-type: none"> <li>• Wellbeing /recovery curriculum</li> <li>• recognising 'non-curriculum' learning that has been done</li> </ul> </li> </ul>			

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		<ul style="list-style-type: none"> <li>capturing pupil achievements/ outcomes</li> <li>assessing children's learning through low stakes quizzes at regular intervals and using our understanding of memory to ensure that all lessons involve recapping learning from yesterday, last week, last month etc (see Rosenshine's principles of instruction)</li> </ul>			
<b>Some learning activities (for example singing, some sports) pose increased risks of spreading COVID-19 infection</b>	M	<ul style="list-style-type: none"> <li>Learning activities for which there is a greater risk of infection are identified and relevant staff informed.</li> <li>No singing indoors – this will be reviewed on a regular basis</li> <li>Music lessons will take place – see Essex Music services website. Charanga</li> <li>Enrichment activities are reviewed and revised accordingly.</li> <li>Children wear sports kit to school on the days in which they have PE so they do not need to change</li> </ul>	P	<a href="https://www.gov.uk/government/news/covid-19-suggested-principles-of-safer-singing">COVID-19: suggested principles of safer singing - GOV.UK (www.gov.uk)</a> After school clubs can resume for childcare until Easter and then for all purposes after Easter (in class bubbles)	L
<b>The resumption of non-overnight school visits poses risks to infection control</b>	M	<ul style="list-style-type: none"> <li>No visits will take place for the rest of the Spring term - this will be reviewed regular.</li> <li>Once restarted, all school visits are considered on a case by case basis.</li> <li>A comprehensive risk assessment, factoring in COVID-19 related risks, is undertaken for each visit.</li> <li>Measures are taken to ensure that discrete class group bubbles do not mix on school visits.</li> </ul>	P		L
<b>1.7 Staff Work Spaces</b>					
<b>Staff rooms and offices do not allow for observation of social distancing guidelines</b>	H	<ul style="list-style-type: none"> <li>Office has Perspex between tables – although the staff are over 2m apart, they are facing one another.</li> <li>Office can only be entered to make phone calls or to access children's files.</li> <li>Visitors will not be able to enter the building unless invited.</li> <li>Phones must be disinfected before and after use.</li> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture have been put in place to allow for social distancing.</li> <li>Use of staffroom must allow adherence to social distancing so maximum 10 (to be regularly reviewed)</li> <li>Staff have been briefed on the use of these rooms, which may need to be more limited than is normal.</li> <li>Staff must not share food or make each other hot drinks.</li> <li>Photocopiers are to be disinfected before and after use.</li> </ul>			

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<b>1.8 Managing the school lifecycle</b>					
Limited progress with the school's spring term calendar and workplan because of COVID-19 measures	M	<ul style="list-style-type: none"> <li>School calendar for the year rationalised and reviewed.</li> <li>School Improvement Plan (raising attainment plan) to be reviewed to include recovery from Covid measures and revised version in place from January 2021.</li> <li>Self evaluation cycle to be reviewed and updated to include full review of covid-19 response.</li> <li>Online monitoring by SLT/ governors to be thought out and put in place (Tania Perry training 25<sup>th</sup> Feb 2021)</li> <li>Quality assurance of remote learning and school learning carried out by Phase leaders and DHT</li> </ul>	Y		M
Lack of staff development and School improvement plan not implemented	M	<ul style="list-style-type: none"> <li>Staff meetings to continue either as virtual conference or if infection rate drops in a large enough space to enable social distance of 2 metres</li> <li>Performance management cycle to continue either in person (observing social distance) or virtually</li> <li>Pupils assessments feed into SIP targets</li> <li>Data to be collected at end of Spring term to reflect any change from end Autumn term.</li> </ul>		•	
Pupils moving on to the next phase in their education do not feel prepared for the transition	M	<ul style="list-style-type: none"> <li>Transition to senior school to be carefully planned for summer term in liaison with the secondary schools.</li> <li>Transition/ induction into EYFS for Sept 2021 to be put in place once places have been allocated at tart of summer term . – regular communication, phone calls, home learning grids.</li> <li>Y6 teachers communication with seniors schools in place.</li> </ul>	Y		L
<b>1.9 Governance and policy</b>					
Governors are not fully informed or involved in making key decisions	M	<ul style="list-style-type: none"> <li>Governors are briefed regularly on the latest government guidance and its implications for the school and the Chair of Governors is kept fully informed.</li> <li>Governing bodies are involved in key decisions on reopening.</li> <li>Headteacher in frequent contact with the other Robus Heads and is keeping the Trust Board informed.</li> <li>Meetings continue as normal online</li> <li>Online monitoring by governors to be thought out and put in place (Tania Perry to assist) in summer term.</li> </ul>	Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No/Planned)	Further action/comments	Residual risk rating (H/M/L)
<b>1.10 Policy review</b>					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies may need addendums for the current circumstances	M	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19</li> <li>Safeguarding Policy updated in accordance with Essex Guidance to include safeguarding children not in school.</li> <li>Behaviour Policy added addendum</li> <li>Assessment Policy Addendum</li> <li>Feedback Policy Addendum</li> <li>Intimate care policy addendum</li> <li>First aid policy addendum to cover covid 19 procedures / PPE.</li> <li>New home school agreement to be sent out to all parents to agree</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> <li>Policies adapted for remote learning / lockdown - Child protection</li> <li>Normal policy programme of review to go ahead.</li> </ul>	Y	•	L
<b>1.11 Communication strategy</b>					
Key stakeholders are not fully informed about the plans for reopening and their implications	M	<ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>Staff</li> <li>Pupils</li> <li>Parents</li> <li>Governors/Trustees</li> <li>Local authority</li> <li>Regional Schools Commissioner</li> <li>Professional associations</li> <li>Other partners</li> </ul> </li> </ul>	Y		L
An unforeseen lockdown situation prevents effective communication with pupils, parents and staff regarding contingency arrangements	M	<ul style="list-style-type: none"> <li>Contingency plans are in place, including arrangements for home/remote learning, pastoral care and safeguarding.</li> <li>A communication strategy for pupils, parents and staff in the event of an unforeseen lockdown is in place</li> <li>Contact records for pupils, parents and staff are kept up to date.</li> </ul>		•	L
Pupil attendance is lower than expected due to parental concerns about pupils' safety from infection	H	<ul style="list-style-type: none"> <li>Communications with parents reassure them about the safety of full reopening on 8<sup>th</sup> March under the latest government guidance</li> <li>Dialogue is held with parents who have concerns.</li> </ul>	M	•	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No/Planned)	Further action/comments	Residual risk rating (H/M/L)
<b>1.12 Staff induction</b>					
<b>Staff are not trained in new procedures, leading to risks to health</b>	M	<ul style="list-style-type: none"> <li>• A revised staff handbook is available to all staff prior to reopening (1a. School Organisation 2020)</li> <li>• All staff have appropriate training on starting in September including Infection control               <ul style="list-style-type: none"> <li>• The 9 PHE system control measures set out in the latest government guidance</li> <li>• Covid-19 safety advice updated</li> <li>• Organisational arrangements (i.e. class groups operating as 'bubbles')</li> <li>• Fire safety and evacuation procedures</li> <li>• Constructive behaviour management</li> <li>• Safeguarding</li> <li>• Risk management</li> </ul> </li> </ul>	Y	<ul style="list-style-type: none"> <li>• Constant reminders re 2m distancing or 1m+ and masks</li> </ul>	L
<b>1.13 Free school meals</b>					
<b>Pupils eligible for free school meals do not access their meals at school due to self isolating</b>	L	<ul style="list-style-type: none"> <li>• School business Manager (SBM) has the responsibility for ensuring all eligible families are accessing/ receiving free school meals during term time and Summer holidays.</li> <li>• SBM responsible with ensuring that the list of pupils eligible for free school meals is accurate and up to date.</li> <li>• Communicate with parents who may now be eligible for free school meals.</li> </ul>	Y		L
<b>1.14 Responding to cases of COVID-19 and local lockdowns</b>					
<b>The school is unsure how to respond when there are suspected or confirmed cases of COVID-19 amongst pupils or staff</b>	H	<ul style="list-style-type: none"> <li>• There is full compliance with the 12 PHE system control measures set out in the latest government guidance.</li> <li>• Class group 'bubbles' are kept discrete at all times.</li> <li>• The local health protection team is contacted immediately for advice.</li> <li>• The school engages swiftly with NHS Test and Trace if cases suspected.</li> <li>• Appropriate action is taken once advised by the local health protection team – this may mean that class group bubbles and some staff who have been in close contact with the person concerned may have to self-isolate for 14 days.</li> <li>• Arrangements are in place for home and remote learning for pupils who are required to self-isolate.</li> </ul>	Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No/Planned)	Further action/comments	Residual risk rating (H/M/L)
<p><b>The school is unprepared for a local lockdown should the rate of infection rise in the area</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• There is full compliance with the 12 PHE system control measures set out in the latest government guidance.</li> <li>• A contingency plan is in place should a local lockdown be announced and staff are briefed on its contents.</li> <li>• There is regular liaison with the local health protection team.</li> <li>• Systems put in place during the school closure period (e.g. home/online learning, pastoral systems, safeguarding systems) are ready to be reactivated.</li> <li>• Lessons learnt during the school closure period are applied to the Remote Education policy and contingency plan.</li> </ul>	<p>Y</p>	<p>•</p>	<p>L</p>

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>2. Investing in health and safety arrangements and safety equipment and to limit the spread of COVID-19</b>					
<b>2.1 Public Health England system control measures</b>					
<p><b>Lack of a comprehensive plan to implement PHE system control measures increases the risk of infection in the school</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Current government guidance is being applied, and specifically the 12 PHE system of control measures set out in the latest government guidance are in place as follows:</li> <li>• <b>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</b></li> </ul> <p>The information below is included in the school's reopening plan. This information is issued at staff and pupil briefings and in letters home to parents:</p> <ul style="list-style-type: none"> <li>• Anyone with symptoms must remain at home and self-isolate for 7 days from testing positive. Anyone in their household needs to self-isolate for 14 days (including siblings).</li> <li>• Any pupil or staff member needs to go home immediately if they have symptoms. They should take a test as soon as possible.</li> <li>• A child with symptoms awaiting collection needs to be isolated and kept at a distance of 2m from the supervising staff member, ideally in a well-ventilated place. PPE is required if this distance cannot be maintained or there is a risk of contaminated bodily fluids.</li> <li>• If the child uses the bathroom, it must be thoroughly disinfected before use by anyone else.</li> <li>• Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with disinfectant after they have left to reduce the risk of passing the infection on to other people.</li> <li>• Routinely taking the temperature of pupils is not recommended by Public Health England as this is an unreliable method for identifying coronavirus (COVID-19).</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>• Staff are reminded that they have received training on infection control that gives them a good understanding of how the spread of coronavirus occurs and can be mitigated.</li> <li>• Infection control training is arranged for new staff.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Ensure face coverings are used in recommended circumstances</b> In addition to 7 below, with new guidance issued by WHO and DfE on face coverings, Robus approach:- Use of PPE/face covering <u>should be carefully considered</u> in the following situations:</li> </ul>	<p>Y</p>		<p>L</p>

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<p>Any situation where 2m distance cannot be adhered to between staff or staff and a child e.g hearing a child read, talking to them when they are upset, marking books with a child.  Working with a child with SEND if they cannot understand the need to social distance.  The decision to wear PPE/face covering should be made taking into consideration the individual risk factors for each individual member of staff. If in doubt - wear a face covering  NB If a member of staff has been identified as vulnerable and instructed to not provide personal/intimate care as a result of their risk assessment, they must not engage in an activity that would pose a threat. This includes nose-wiping, toileting, attending to nose bleeds etc</p> <ul style="list-style-type: none"> <li>• <b>Clean hands thoroughly more often than usual</b></li> <li>• Handwashing / sanitising is scheduled into the school day. It takes place as a minimum: when pupils, staff or visitors enter the school; at break; before and after lunch; before leaving school; whenever the toilet is used.</li> <li>• It is defined which bubbles are using which toilets and sinks.</li> <li>• A tick sheet/ board is maintained when handwashing has taken place as a visual reminder.</li> <li>• Handwashing routines are re-taught to pupils using suitable video.</li> <li>• Checks are scheduled during the day on stocks of hand sanitiser, soap and paper towels. Steps are taken to ensure that there is sufficient supply in school.</li> <li>• <b>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</b></li> <li>• Posters are downloaded/made/bought that remind pupils and staff about the approach and the importance of handwashing and are displayed around the school, particularly by washbasins/ toilets and at entry/exit points.</li> <li>• The location of bins around the school is checked on, and more are ordered if necessary.</li> <li>• Pupils using public transport are reminded of the need to wear face coverings/masks.</li> <li>• A stock of masks is maintained and made available for staff who can't socially distance (for use if they are required to provide first aid / intimate care to pupils with COVID-19 symptoms) and for pupils who do not have a mask for use on public transport.</li> <li>• <b>Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</b></li> <li>• The school's business manager ensures delivery of the induction package to cleaning staff so they fully understand their role in preventing the spread of coronavirus.</li> </ul>			

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>• The cleaning schedule is reviewed and if necessary additional staff hours are provided to ensure that DfE listed criteria are met.</li> <li>• Stock checks and stock control are maintained</li>   <li>• <b>Minimise contact between individuals and maintain social distancing wherever possible</b></li> <li>• Bubbles are extended to full class size.</li> <li>• Staff are kept consistent with each bubble as far as possible.</li> <li>• In class, furniture is arranged so that children are facing forwards and sitting side by side.</li> <li>• Any furniture that is surplus to requirements is removed.</li> <li>• As far as possible, children are taught not to touch each other or staff. This will involve re-learning about play time.</li> <li>• No more than 1 year group ever occupies a shared space (hall, dining room etc) at one time. A 2m distance between the bubbles is maintained when 2 or 3 classes bubbles (from the same year group) are together in the same space.</li> <li>• Staggered start and finish times, staggered break times and staggered lunch times are implemented.</li> <li>• Children are taught in age appropriate ways about coronavirus, how it is spread and how they can play their part in keeping everyone safe.</li> <li>• For each class/bubble, basic equipment (such as pen/ pencil/ eraser/ ruler) that pupils routinely need is collated and kept in separate bags. These are made available to all pupils. Each pupil keeps this bag of equipment for their own use.</li> <li>• There is a procedure in place for routinely quarantining reading books which go back and forth from school to home.</li>   <li>• <b>Keep occupied spaces well ventilated.</b>            Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.            When your school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.            To balance the need for increased ventilation while maintaining a comfortable temperature, staff will consider:           <ul style="list-style-type: none"> <li>• opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>• increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>• providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform</li> <li>• rearranging furniture where possible to avoid direct draughts</li> </ul> </li> </ul>		<p>PHE East of England Health Protection Team</p> <p><a href="tel:03003038537">0300 303 8537</a></p>	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>• Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> <li>• <b>Where necessary, wear appropriate personal protective equipment (PPE)</b></li> <li>• The school continues to maintain and monitor stocks of PPE and has access to supplier lists.</li> <li>• Staff are supplied with PPE when supervising a pupil who has symptoms of COVID-19 (if 2m social distancing cannot be ensured) and for the provision of routine intimate care to pupils that involves the use of PPE.</li> <li>• Gloves and aprons are provided for cleaning staff.</li> <li>• Face masks are worn by staff when cleaning visible bodily fluids from suspected COVID-19 case.</li> <li>• Stocks of PPE are regularly monitored and replenished</li> <li>• <b>Promote and engage in asymptomatic testing, where available</b> Rapid testing remains a vital part of our plan to suppress this virus. All staff will engage with twice-weekly Lateral flow tests until advised not to.</li> <li>• <b>Promote and Engage with the NHS Test and Trace process</b></li> <li>• School leaders understand the complexity of the arrangements for testing and self-isolation and ensure that staff and parents are fully aware of them. Special advice sheets are prepared in the event that a child is sent home with symptoms, for the parents of that child and other members of the bubble.</li> <li>• Staff induction for return to school includes information about the NHS Test and Trace process.</li> <li>• <b>Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community</b></li> <li>• The contact details for local Public Health England team and local authority health and safety team are readily to hand.</li> <li>• A clear process is in place for notifying the local health protection team and the local authority of any cases that test positive.</li> <li>• A spreadsheet is maintained to record all staff and pupils who are self-isolating who have tested positive. These spreadsheets are kept up to date.</li> <li>• Use is made of any template letters provided by Public Health England / local authority as directed locally</li> <li>• <b>Contain any outbreak by following local health protection team advice</b></li> <li>• Advice provided by the local health protection team is acted on immediately.</li> <li>• Good working relationships are established and maintained enabling rapid communication with local authorities and local Public Health England.</li> </ul>			

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>Close contacts are identified and required to self isolate.</li> </ul> <p>Close contact means:</p> <ul style="list-style-type: none"> <li>anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)</li> <li>anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test:               <ul style="list-style-type: none"> <li>o face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre</li> </ul> </li> <li>been within 1 metre for 1 minute or longer without face-to-face contact</li> <li>sexual contacts</li> <li>been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</li> </ul> <p>travelled in the same vehicle or a plane</p>			
<b>2.2 Cleaning</b>					
<p>Cleaning capacity is reduced so that ongoing cleaning of surfaces are not undertaken to the standards required</p> <p><a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></p>	H	<ul style="list-style-type: none"> <li>Working pattern of cleaners has been adjusted to allow for enhanced cleaning tasks.</li> <li>Items needing deep cleaning and which cannot be disinfected easily have been removed from rooms.</li> <li>An enhanced cleaning regime is in place in line with DfE guidance:-               <ul style="list-style-type: none"> <li>✓ Enhanced cleaning regime for toilet facilities particularly door handles, locks and toilet flush</li> <li>✓ Cleaning tasks throughout the day on high contact points carried out by staff in bubbles</li> <li>✓ As we have been in our safety protocols, staff to wipe surfaces and any wipeable objects (toys and books) at the end of each day</li> <li>✓ Hand sanitiser / sink available on entry to school.</li> <li>✓ Lidded bins in classrooms</li> <li>✓ Disposable tissues in each classroom to implement the 'catch it, bin it, kill it' approach</li> </ul> </li> <li>Stock check and ordering schedule reviewed and order made.</li> <li>Waste disposal process in place for potentially contaminated waste               <ul style="list-style-type: none"> <li>✓ Waste bags and containers - kept closed and stored separately from communal waste for 72 hours</li> <li>✓ Waste collections made when the minimum number of persons are on site (i.e. after normal opening hours)</li> </ul> </li> </ul>	Y		L
<b>2.2 Hygiene and handwashing</b>					

<p><b>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• An audit of handwashing facilities and sanitiser dispensers has undertaken before the school reopens and additional supplies have been purchased.</li> <li>• Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> <li>• <a href="https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/">https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/</a></li> </ul>	<p>Y</p>		<p>L</p>
<p><b>Pupils forget to wash their hands regularly and frequently</b></p>	<p>H</p>	<p>DfE 23.2.2021 Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. You must ensure that pupils clean their hands regularly, including:</p> <ul style="list-style-type: none"> <li>• when they arrive at the school</li> <li>• when they return from breaks</li> <li>• when they change rooms</li> <li>• before and after eating</li> </ul> <ul style="list-style-type: none"> <li>• On arrival, students move straight to Bubble, wash their hands, sit at named table and wait for rest of class to arrive/class to begin.</li> <li>• Staff remind / supervise pupils washing their hands regularly and frequently.</li> <li>• Staff to educate children on how to wash hands properly.</li> <li>• Staff send children at regular intervals each day to wash their hands.</li> <li>• Posters and signage reinforce the need to wash hands regularly and frequently.</li> <li>• Parent letters have included this expectation.</li> <li>• Leadership team monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>	<p>Y</p>		<p>L</p>
<p>Areas for concern</p>	<p>Risk rating prior to action (H/M/L)</p>	<p>Control measures</p>	<p>In place? (Yes/No/Planned)</p>	<p>Further action/comments</p>	<p>Residual risk rating (H/M/L)</p>
<p><b>2.3 Personal Protective Equipment (PPE)</b></p>					
<p><b>Provision of PPE for staff where required is not in line with government guidelines</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Government guidance on wearing PPE understood, communicated and sufficient PPE has been procured.</li> <li>• Protocol for donning and doffing PPE is in place/ staff are trained</li> <li>• Staff may choose to wear PPE whenever they wish, there is no restriction on this, but should be aware of the guidelines for donning and doffing the equipment so as not to increase risk of contamination by earing the equipment.</li> <li>• Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>• Process is in place for the safe removal and / or disposal of face masks</li> </ul>	<p>Y</p>		<p>L</p>

## 2.4 Testing and managing symptoms

<p><b>Testing is not used effectively to help manage staffing levels and support staff wellbeing</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Lateral flow tests offered to all staff twice weekly. These are to be done at home.</li> <li>• Guidance on engaging with the NHS Test and Trace process has been explained to staff as part of induction.</li> <li>• Staff, parents and pupils are clear that they should <u>book a test</u> if they are displaying symptoms.</li> <li>• Staff, parents and pupils are clear that they should provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test &amp; Trace.</li> <li>• Staff, parents and pupils are clear that they should <u>self-isolate</u> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19).</li> <li>• The guidance has been explained to staff and the link how to access has been sent out.</li> <li>• Post-testing support is available for staff through either SLT or Kerry Williams (if needed) or SAS <a href="https://schooladvice.co.uk/">https://schooladvice.co.uk/</a></li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Regular messages to parents regarding testing for symptoms and self-isolation and not sending in children if they or a household member is not well – regardless if the symptoms are the 3 covid – cough, high temp, loss of taste / smell</li> </ul>	<p>L</p>
<p><b>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Parents informed that attendance is compulsory and robust collection and monitoring of absence data including tracking return to school dates, is in place.</li> <li>• Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of NHS Test and Trace for both staff and pupils and appropriate action, in line with the most recent government guidance, should the tests prove positive or negative.</li> <li>• Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply.</li> <li>• A record of any COVID-19 symptoms in staff or pupils is reported to the Trust and local authority.</li> <li>• Full PPE is available to all staff.</li> <li>• Full PPE is available to staff if dealing with a child with potential symptoms: Face shields, clothes covering, face masks and gloves are available.</li> <li>• Addendum to first aid policy in place</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• A record of any COVID-19 symptoms in staff or pupils is reported to the local authority through Schools communication and PHE.</li> <li>• People must make JJB aware before PPE begins to run low in order to give time to replenish stock.</li> </ul>	<p>L</p>

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No/Planned)	Further action/comments	Residual risk rating (H/M/L)
<p>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or if there is a confirmed case in school</p>	H	<ul style="list-style-type: none"> <li>• Staff, pupils and parents receive clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this is to be implemented</li> <li>• Any updates or changes to this guidance communicated in a timely and effective way to all stakeholders.</li> <li>• Process in place to engage with the Test and Trace and contact tracing process. Refer to ECC and public health guidance for more information.</li> <li>• Robust plan for dealing with a case of COVID is in place.</li>   <li>• <b>Approach to confirmed COVID19 cases in place: during school day</b> <ul style="list-style-type: none"> <li>✓ Which staff member/s should be informed/ take action</li> <li>✓ Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated</li> <li>✓ Cleaning procedure in place</li> <li>✓ Arrangements for informing parent community in place</li> </ul> </li> <li>• <b>Approach to confirmed COVID19 cases in place: outside of school hours</b> <ul style="list-style-type: none"> <li>✓ Approach to relocating CYP away from certain parts of the school to clean, if possible</li> <li>✓ Cleaning procedure in place</li> <li>✓ Arrangements for informing parent community in place</li> </ul> </li>   <li>• Staff, pupils and parents receive clear communication informing them of current government guidance on confirmed cases of COVID-19 and how this is implemented in the school.</li> <li>• This guidance has been explained to staff.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y		L
<p>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</p>	H	<ul style="list-style-type: none"> <li>• Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> <li>• This guidance has been explained to staff and pupils as part of the induction process.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>		<ul style="list-style-type: none"> <li>• Regular reminders for staff and pupils of Robust plan for dealing with a case of COVID is in place.</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No/Planned)	Further action/comments	Residual risk rating (H/M/L)
<b>2.5 First Aid/Designated Safeguarding Leads</b>					
The lack of wider availability of designated First Aiders and Designated Safeguarding Leads due to staff in Bubbles puts children's safety at risk	M	<ul style="list-style-type: none"> <li>First Aid certificates extended for three months.</li> <li>Many staff have a high level of first aid / paediatric first aid training.</li> <li>A member of staff with first aid qualifications will be on site throughout the day including breakfast and after school club.</li> <li>A DSL will be on site or contactable by telephone at all times.</li> </ul>	Y		L
Bubbles not equipped with basic first aid kits to deal with small issues	M	<ul style="list-style-type: none"> <li>All first aid to be carried out in main office until 5:00pm and then treetops will always have a paediatric first aider.</li> <li>Extra first aider in EYFS and Main Office at lunchtime so that these are the only areas where first aid is done.</li> </ul>	Y	•	L
<b>2.6 Medical rooms</b>					
The configuration of the medical room may compromise social distancing measures	H	<ul style="list-style-type: none"> <li>Social distancing provision are in place for medical room in the respect of only one adult and one child are allowed in there at any given time.</li> <li>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> <li>Addendum to first aid policy written.</li> </ul>	Y		L
<b>2.7 Communication with parents</b>					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	M	<ul style="list-style-type: none"> <li>As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations either by letter or by email.</li> <li>Parents have been sent an abridged risk assessment to inform them of the health and safety requirements and signposted to RA on Website.</li> <li>Parents to digitally sign a new home school agreement before their child attends in September.</li> </ul>	Y	•	L
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	M	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.</li> </ul>	Y	•	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>3. Adopting the organisational model of discrete class group 'bubbles' post lockdown</b>					
<b>3.1 Pupil behaviour</b>					
<b>Pupils' behaviour on return to school does not comply with social distancing guidance</b>	M	<ul style="list-style-type: none"> <li>• Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters and floor markings. For young children this is done through age-appropriate methods such as stories and games.</li> <li>• Staff model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided.</li> <li>• Break times and lunch times are structured to avoid different class groups coming in to contact with each other and are closely supervised.</li> <li>• The school's behaviour policy and Golden Rules revised to include compliance with social distancing from staff and other bubbles and this communicated to staff, pupils and parents.</li> <li>• Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches by any pupil</li> <li>• Messages to parents reinforce the importance of social distancing. This has been extremely clear on every communication sent.</li> </ul>	Y		N
<b>3.2 Classrooms and teaching spaces</b>					
<b>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</b>	M	<ul style="list-style-type: none"> <li>• Bubbles stay together with their adults and do not mix with other pupils.</li> <li>• Where possible, classrooms have been assessed and configured to allow for teachers to maintain 2 metres social distancing with pupils' desks facing the front. If this is not possible, staff should wear a face covering.</li> <li>• Non-essential equipment or resources, which are not easily washable or wipe able, have been removed.</li> <li>• Clear signage displayed in classrooms promoting social distancing</li> <li>• Appropriate resources are available within all classrooms e.g. IT, age specific resources. Children have their own packs. Can share in pairs.</li> <li>• NB: sharing of equipment should be limited to the bubble. Shared materials and surfaces should be cleaned and disinfected more frequently [source: protective measures guidance].</li> <li>• Different classroom doors used as entrances/exits for different bubbles.</li> <li>• System in place in each class for sharing resources within bubble minimising movement</li> <li>• System in place in class for where reading books are stored once they have been out of school.</li> </ul>	Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
The use of shared spaces (e.g. hall, dining room) risks different class group bubbles mixing	M	<ul style="list-style-type: none"> <li>No more than one year group is scheduled to occupy a shared space at any one time.</li> <li>Class group bubbles are kept at least 2 metres apart if occupying the same shared space.</li> <li>Shared spaces are cleaned after use.</li> <li>Intervention rooms – only children from one class bubble at a time. Staff must be socially distanced from children</li> </ul>	Y	•	L
<b>3.3 Movement in corridors</b>					
The discrete class group 'bubble' arrangements are breached when pupils circulate in corridors	M	<ul style="list-style-type: none"> <li>Class group 'bubble' arrangements are in place</li> <li>Circulation plans have been reviewed and revised.</li> <li>One-way systems (where necessary) are in place and clearly marked.</li> <li>Appropriate signage is in place to clarify circulation routes.</li> <li>Pinch points and bottle necks are identified and managed accordingly.</li> <li>Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms or utilising their own class door to the outside.</li> <li>Pupils are regularly briefed regarding observing social distancing guidance.</li> <li>Appropriate duty rota and levels of supervision are in place.</li> </ul>	Y	•	L
<b>3.4 Break times and outside play</b>					
Class groups may mix at break times	M	<p><b>(see logistics plan)</b></p> <ul style="list-style-type: none"> <li>Break times are staggered.</li> <li>Pupils are kept within their assigned 'bubbles' during social times</li> <li>External areas are designated and marked out for different groups.</li> <li>Pupils are reminded about staying in their assigned 'bubbles' as break times begin.</li> <li>Social distancing signage is in place around the school and in key areas.</li> <li>Games and activities devised by staff to support children's emotional health and well-being.</li> </ul>	Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>3.5 Lunch times</b>					
<b>Class groups may mix at lunch times (see logistics plan)</b>	M	<ul style="list-style-type: none"> <li>• Kitchen will be open to provide hot meals for children</li> <li>• Pupils wash their hands before and after eating.</li> <li>• Pupils are reminded about staying in their assigned bubbles as lunch times begin.</li> <li>• Dining areas are cleaned before and after each class group has used them.</li> <li>• Tables and chairs have been cordoned off where necessary.</li> <li>• Floor markings are used to manage queues and enable social distancing.</li> <li>• MDAs deployed to supervise lunchtimes on a staggered basis.</li> </ul>	Y	•	L
<b>3.6 Toilets</b>					
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures (see logistics plan)</b>	M	<ul style="list-style-type: none"> <li>• Use of toilets is limited to one child at a time and toilets are identified for each class in the girl's toilets, limited number of urinals in use.</li> <li>• Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>• Floor markings are in place to enable social distancing.</li> <li>• Pupils know that they can only use the toilet one at a time.</li> <li>• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. This can be achieved by pupils from a specified bubble visiting the toilets at set times.</li> <li>• The toilets are cleaned frequently.</li> <li>• Monitoring ensures a constant supply of soap and paper towels.</li> <li>• Bins are emptied regularly.</li> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>	Y		L
<b>3.8 Reception area</b>					
<b>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</b>	M	<ul style="list-style-type: none"> <li>• Parents have been informed that they are not to enter the building and so should not have access to the reception area.</li> <li>• Only essential deliveries will be permitted access to site and must adhere to strict social distancing guidance displayed in reception.</li> <li>• Non-essential deliveries and visitors to school are prohibited.</li> </ul>	Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>3.9 Arrival and departure from school</b>					
<b>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply (see logistics plan)</b>	M	<ul style="list-style-type: none"> <li>• Start and departure times are staggered without reducing teaching time. Staff and parents made aware of these times</li> <li>• The number of entrances and exits to be used is maximised – all 3 used. (see logistics plan)</li> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. Parents are informed of not coming within 2 metres of other families. Floor markings are visible where it is necessary to manage any queuing.</li> <li>• Little Footprints: coordinate movement times</li> <li>• Little Handprints: not back for foreseeable future</li> </ul>	Y	•	L
<b>3.10 Staff areas</b>					
<b>The configuration of staff room and School Offices makes compliance with social distancing measures problematic</b>	M	<ul style="list-style-type: none"> <li>• Reconfiguration of the staff room and School Office has been undertaken prior to the school opening to allow for social distancing between staff</li> <li>• Number in staffroom to be limited and guidance put in place for cleaning</li> <li>• Main office to have Perspex screen installed between desks as AW/ DC facing each other all day.</li> <li>• Procedure for first aid to be reviewed to accommodate more children</li> </ul>	Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>4. Staff safety, wellbeing and training</b>					
<b>4.1 Safety measures for all staff</b>					
<b>Staff are not protected from infection</b>	M	<ul style="list-style-type: none"> <li>Staff to undertake twice weekly lateral flow tests and report the results both to school and DfE.</li> <li>All staff are trained in the most up to date safety procedures</li> <li>Current government guidance is applied.</li> <li>Staff allocated to groups minimising contact with multiple groups as much as possible</li> <li>Amendments to school estate and daily routines to enable social distancing measures.</li> <li>Emphasis on frequent handwashing and provision of hand sanitisers in key areas.</li> <li>PPE provision and guidance for those staff that are required to wear due to their role.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, to support the resolution of any work place anxieties.</li> <li>Staff briefings and training on wellbeing with signposting to useful websites and resources.</li> <li>Staff within higher risk contact roles (i.e. personal SEND support), with cumulative 'increased vulnerability' and who are 'clinically vulnerable', will have a 'COVID19 – risk assessment in place,</li> <li>Safe approaches for meetings and staff training in place</li> <li>The approach for inducting new starters has been reviewed and updated in line with current situation</li> <li>Arrangements in place for any externally employed adults delivering learning in school e.g. sports coaches, music tutors, forest school leaders. Protocols and expectations shared.</li> </ul>	Y	<ul style="list-style-type: none"> <li>Regular reminders to staff re face covering, social distancing, hand washing, windows open etc</li> </ul>	L
<b>4.2 Safety measures for staff with additional risk factors</b>					
<b>Members of staff with underlying risk factors are put at unnecessary risk</b>  Clinically / extremely vulnerable  BAME background - All ages/ Over 55s/ Over 55s with co-morbidities  White European ethnicity - Over 60s/ Males	H	<ul style="list-style-type: none"> <li>Staff are clear about the definitions and associated mitigating strategies relation to people classed as <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b>.</li> <li>Guidance from government re shielding is adhered to.</li> <li>Risk assessments in place for those staff who were previously working from home due to shielding, (clinically vulnerable and/or living with someone in these groups), and appropriate arrangements for mitigating risk are identified.</li> <li>Leaders are cognisant of additional contextual factors that may make staff more susceptible to poor outcomes should they become infected with COVID-19. These include ethnicity and age</li> <li>Risk assessment updated for any staff where risk factors have changed. As a result, a discussion will take place between HT and member of staff to ensure mitigating measures are in place.</li> </ul>	Y	<ul style="list-style-type: none"> <li>Staff to inform HT if there are any additional risk factors which now need to be taken into account e.g new shielding list.</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>4.3 Staff absence procedures</b>					
School not fully staffed due to absence unknown	M	<ul style="list-style-type: none"> <li>Daily monitoring of staffing by office staff and SLT.</li> <li>Approach to recording staff absence in place – all staff aware</li> <li>Cover arrangements determined (including leaders and safeguarding designated leads) – on a weekly rather than daily basis to minimise contacts.</li> <li>Arrangements for accessing testing, if and when necessary, are in place. Staff are clear on returning to work guidance.</li> </ul>	Y		L
<b>4.4 Mental health concerns – staff</b>					
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	M	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> <li>SLT are proactive in discussing wellbeing with staff including their workload.</li> <li>Staff have been signposted to useful websites and resources, including support through our BATIC service/ SAS if they wish to access that.</li> <li><a href="https://schooladvice.co.uk/sas-covid-19-support-page/">https://schooladvice.co.uk/sas-covid-19-support-page/</a></li> <li><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></li> <li><a href="https://www.educationsupport.org.uk/">https://www.educationsupport.org.uk/</a></li> </ul>	Y	<ul style="list-style-type: none"> <li>Phase leaders to monitor wellbeing of all staff and take ideas for how this can be improved.</li> <li>Regular reminders of support services available</li> </ul>	L
<b>4.5 Staff training</b>					
Teachers and LSAs do not have the skills or the training to deliver lessons / interventions in the way, which the classroom configuration allows.	L	<ul style="list-style-type: none"> <li>staff are trained and supported in ‘front of classroom’ delivery style and aware of how best to provide students with additional support</li> <li>Feedback and ‘marking’ policy reviewed</li> <li>EEF guidance used as support to make decisions on how to use catch-up funding announced in June 2020.</li> <li><a href="https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#closeSignup">https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#closeSignup</a></li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	L
PPA/ cover for absence/ course/ leadership cannot be undertaken due to limitations of Bubbles	M	<ul style="list-style-type: none"> <li>Staff can work across bubbles if other protective factors – hand hygiene, cleaning and social distancing are in place to mitigate risk.</li> <li>Vulnerable staff not to work Bubbles.</li> </ul>			L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>5. Pupil safety well-being and curriculum provision</b>					
<b>5.1 Pupils with underlying health issues</b>					
<b>Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them</b>	L	<ul style="list-style-type: none"> <li>Parents have been provided with clear guidance and this is reinforced on a regular basis.</li> <li>Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> <li>The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b>.</li> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y		L
<b>Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</b>	M	<ul style="list-style-type: none"> <li>Families have a dedicated support email address to contact a member of SLT should they need support for their child. (this will continue over the summer)</li> <li>Karen Godier, Kerry Williams and Hayley Hands have been supporting our most vulnerable families and those struggling with well-being.</li> <li>Karen will continue to call families through the summer and her role reviewed in September to include regular calls to parents.</li> <li>Staff have made contact with all families enquiring about well-being and signposted SLT if they feel intervention is needed.</li> <li>The curriculum, although broad and balanced will prioritise key skills needed to make progress, activities to support emotional well being, team building and sport.</li> <li>Positive language will be used and celebration of what children learned at home – even if this is not what was the learning offered! Children must not feel that they have fallen behind or need to catch up.</li> <li>Bereavement support is available</li> <li>Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.</li> </ul>	Y	•	L
<b>5.2 Remote Education Contingency Plan</b>					
<b>School or class goes into lockdown again or needs to self isolate and children's learning cannot continue in school. (See Remote learning plan)</b>	M	<ul style="list-style-type: none"> <li>All students have access to technology and remote learning offer is available to be switched on as a contingency when needed through Google Classroom.</li> <li>Parents will be made aware of the strategy for keeping in contact with them through phone calls and which children will be prioritised</li> <li>Teachers will upload work daily through the classroom with an overview created weekly.</li> <li>Teachers will make use of video messaging to tell children what to do in each lesson</li> </ul>	Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>5.3 Transition</b>					
Children are not prepared for their next stage in education and therefore do not thrive.	M	<ul style="list-style-type: none"> <li>• Online/ website support for families and young people around transition.</li> <li>• Plan for transitions between school years taking into account what needs to be different due to partial opening, remote and face to face</li> <li>• Contact made with secondary schools and pre schools at the relevant time in Summer term.</li> <li>• Transition and induction plans put in place for EYFS/Y1</li> </ul>	Y		L
<b>5.4 Curriculum</b>					
Children do not make progress due to gaps in learning or the curriculum being adversely affected by covid-19 measures. (See curriculum plan)	M	<ul style="list-style-type: none"> <li>• Whole school approach to adapting curriculum (S/M/L term), including: <ul style="list-style-type: none"> <li>✓ Wellbeing curriculum</li> <li>✓ recognising 'non-curriculum' learning that has taken place</li> </ul> </li> <li>• Each activity should be risk assessed and should not be run unless the risks can be mitigated <ul style="list-style-type: none"> <li>✓ PE – including no contact sport</li> <li>✓ Practical science lessons</li> <li>✓ DT</li> </ul> </li> <li>• Capturing pupil achievements/ outcomes at home since January.</li> <li>• utilising the DFE 'catch-up' funding and programmes</li> <li>• Interventions – can take place facing forward, socially distancing of staff</li> <li>• Approach in place for before/after school clubs implements the necessary protective measures.</li> <li>• Assemblies – Google Meet, recorded or live. HT, DT, AHT one each per week and other staff on rota.</li> </ul>	Y		L
<b>5.5 SEN</b>					
Children with SEN do not have their needs met adequately	M	<ul style="list-style-type: none"> <li>• Approach to provision of the elements of the EHCP including health/therapies in place.</li> <li>• Annual reviews cycle in place.</li> <li>• Requests for assessment processed</li> <li>• Consider any child who may need support with their return to school and consult with the family and other agencies involved.</li> <li>• Including any support required for child to understand new rules i.e. social distancing.</li> <li>• Where physical contact is required in the context of managing behaviour, ensure appropriate hygiene measures are in place to mitigate any risk of transmission</li> </ul>	Y	•	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>5.6 Safeguarding</b>					
<b>Children are not kept safe due to ineffective safeguarding practices.</b>	M	<ul style="list-style-type: none"> <li>Updated Child Protection Policy in place.</li> <li>All staff training update Sept 2020</li> <li>Staff prepared for possible increase in disclosures and to identify increased demand for early help.</li> </ul>	Y	•	L
<b>5.7 Attendance</b>					
<b>Attendance of children deteriorates</b>	M	<ul style="list-style-type: none"> <li>All parents know that attendance is compulsory from March 8<sup>th</sup>.</li> <li>Approach to support for parents where rates of persistent absence were high before closure.</li> <li>Approach to promoting and supporting attendance for prioritised all pupils determined, including those who may be anxious.</li> </ul>	Y	•	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>6. Operational issues – Estate</b>					
<b>6.1 Managing premises on reopening after closure</b>					
<b>Statutory compliance has not been completed due to the availability of contractors during lockdown and therefore Buildings are non-compliant</b>	M	<ul style="list-style-type: none"> <li>Premises and utilities have been health and safety checked and building is compliant:-               <ul style="list-style-type: none"> <li>✓ Water treatments</li> <li>✓ Fire alarm testing</li> <li>✓ Repairs</li> <li>✓ Grass cutting</li> <li>✓ PAT testing</li> <li>✓ Fridges and freezers/ Kitchen equipment</li> <li>✓ Boiler/ heating servicing</li> <li>✓ Internet services</li> <li>✓ Any other statutory inspections</li> <li>✓ Insurance covers reopening arrangements</li> </ul> </li> <li>Government guidance is implemented where appropriate.</li> <li>All systems have been recommissioned</li> <li>Formal / recorded full pre-opening premises inspection is completed.</li> <li>Kitchen is checked after long period of not being fully in use.</li> <li>All statutory compliance is up to date. School has remained open throughout this period.</li> <li>Carry out a formal / recorded full pre-opening premises inspection. SM/LB/SE</li> <li>Kitchen H&amp;S procedures/checks need to be carried out by total catering.</li> </ul>	Y	<ul style="list-style-type: none"> <li></li> </ul>	L
<b>Lettings taking place compromises the protective measures such as cleaning</b>	M	<ul style="list-style-type: none"> <li>Consideration given to premises lettings and approach in place.</li> <li>Consider Benfleet Music School/ Hadleigh Youth football team and put irks assessment in place to mitigate against risk.</li> </ul>	Y	<ul style="list-style-type: none"> <li>AW to Contact lettings and liaise with them towards the end of term.</li> </ul>	L
<b>6.3 Review of fire procedures</b>					
<b>Fire procedures are not appropriate to cover new arrangements</b>	L	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to:               <ul style="list-style-type: none"> <li>Reduced numbers of pupils/staff</li> <li>Social distancing rules during evacuation and at muster points</li> </ul> </li> <li>Staff and pupils have been briefed on any new evacuation procedures.</li> <li>Each bubble will be briefed on their exit point and how to muster using social distancing</li> </ul>	Y	<ul style="list-style-type: none"> <li>SM/ED to ensure staff are aware of their muster points</li> </ul>	L
<b>Fire evacuation drills - unable to apply social distancing effectively</b>	L	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> </ul>	Y	<ul style="list-style-type: none"> <li>LB/SM to ensure a fire drill in performed asap</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>6.2 Contractors working on the school site</b>					
<b>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b>	M	<ul style="list-style-type: none"> <li>An assessment would be carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>Assurances would be sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times.</li> <li>Temperature checks would be carried out on arrival and before entering the school building.</li> <li>Alternative arrangements may be considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> <li>Social distancing will be maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures will be applied and will have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>	Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>8. Finance</b>					
<b>8.1 Costs of the school's response to COVID-19</b>					
<b>The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties</b>	H	<ul style="list-style-type: none"> <li>JJB has kept a log of all additional expenditure linked to the COVID-19 pandemic.</li> <li>Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>Additional sources of income are under exploration.</li> <li>The school's projected financial position has been shared with governors.</li> </ul>	Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>• Claims submitted for reimbursement for example, increased premises related costs; additional cleaning; support for FSM</li> <li>• Any loss of income understood, including the impact of lettings and the financial implications of possibly not restarting.</li> <li>• Insurance claims, including visits/trips booked previously.</li> <li>• The school's insurance company have been contacted with regards to liability insurance and the school re-opening risk management guidance checklist is completed.</li> <li>• Additional costs incurred due to COVID19 are understood and clearly documented.</li> <li>• Claims submitted for reimbursement for example, increased premises related costs; additional cleaning; support for FSM</li> <li>• Any loss of income understood, including the impact of lettings and the financial implications of possibly not restarting.</li> <li>• Insurance claims, including visits/trips booked previously.</li> <li>• Reintroduction or re-contracting services, such as:</li> <li>• IT support</li> <li>• Catering</li> </ul>			
<b>The costs of a claim against the school, should a member of staff contract covid-19 places the school in financial difficulties</b>	M	<ul style="list-style-type: none"> <li>• The school's insurance company have been contacted with regards to liability insurance and the school re-opening risk management guidance checklist is completed.</li> </ul>		•	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>9. Governance</b>					
<b>9.1 Oversight of the governing body</b>					
<b>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</b>	L	<ul style="list-style-type: none"> <li>• Meetings will go ahead on zoom in normal cycle.</li> <li>• Chair of Governors and Headteacher are in frequent contact and this has continued since lockdown began.</li> <li>• Headteacher in frequent contact with the other Robus Heads is keeping the Trust Board informed</li> <li>• The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>• Governors are clear on their role in the planning and re-opening of the school, including support to leaders.</li> <li>• Approach to communication between Leaders and governors is clear and understood.</li> <li>• Governors consulted on full opening plans.</li> <li>• Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</li> </ul>	Y	•	L

**Close contact means:**

- anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)
- anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test:
  - face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre
  - been within 1 metre for 1 minute or longer without face-to-face contact
  - sexual contacts
  - been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)
  - travelled in the same vehicle or a plane