

<b>LOCATION:</b> St David's C of E Primary	<b>VENTRUS RA: COVID-19 Safe Return January 2021</b>	
<b>WHO IS AFFECTED BY THE RISKS?</b> All building users	<b>HOW MANY ARE AFFECTED?</b> 16 staff members and 100 pupils (amend as necessary)	<b>REF:</b> COV- RAA19a
See end of template for explanation of hazard, risk, control measures, severity, likelihood, risk rating.		


RISK	EXISTING CONTROL/PREVENTION MEASURES	RISK RATING			ADDITIONAL CONTROL MEASURES REQUIRED	BY WHOM & WHEN	NEW RISK RATING		
		S	L	RR			S	L	RR
<b>C1.</b> <b>Contact is made with individuals who are unwell with Coronavirus, or living with someone who is.</b>	<ul style="list-style-type: none"> <li>• <b>Individuals who are unwell with Coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</b></li> <li>• If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home</li> <li>• Put in place a procedure for anyone becoming unwell; including use of a designated quarantine/isolation room(s)</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>• Anyone showing symptoms of COVID19 are removed to the isolation space and parents are called immediately to come and collect them</li> <li>• Ensure all staff aware of how to contact FB as soon as possible if they or a member of their household becomes unwell with COVID-19 symptoms.</li> <li>• Posters will be added to staff areas to remind them of symptoms and associated procedures.</li> <li>• Staff to leave site immediately if displaying symptoms</li> <li>• Close pod and inform staff and parents if case is confirmed.</li> <li>• Track and trace to linked settings for both staff and pupils.</li> </ul>	All Staff From 05/01/21	3	1	3

<p><b>C2. Poor personal hygiene regimes result in a spread of Coronavirus in the school/ local community.</b></p>	<ul style="list-style-type: none"> <li>• <b>Clean hands thoroughly more often than usual</b></li> <li>• Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly: <ul style="list-style-type: none"> <li>➤ After coming into school</li> <li>➤ After sneezing or coughing</li> <li>➤ Before and after handling or eating food</li> <li>➤ After going to the toilet</li> </ul> </li> <li>• Ensure there are enough hand washing or hand sanitiser stations available</li> <li>• Put in place supervision of hand sanitisers given risks around ingestion</li> <li>• <b>Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</b> e.g. by providing tissues, bins, posters</li> <li>• Paper towels &amp; lidded bins available in all washrooms</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>• At start of term, all children reminded of good hygiene practices – watch videos and practise handwashing within classrooms.</li> <li>• Posters, promoting good handwashing/sanitising and respiratory hygiene in place around school, classrooms and target areas eg toilets.</li> <li>• Handwashing soaps/paper towels available in each class and all toilet areas</li> <li>• Hand sanitiser available in each class &amp; staff room</li> <li>• Reminders to be issued on entry to/exit from school and frequently throughout the day inc. before and after eating, sneezing or coughing</li> <li>• Pod staff will remind children not to touch face/mouth/nose etc.</li> <li>• Young Children to be taught to sing Happy Birthday twice, as they wash their hands</li> <li>• Pod leaders to practice handwashing with young children, and those with additional needs, who</li> </ul>	<p>All teaching and support staff from 05/01/21</p> <p>FB to check 05/01/21</p> <p>JB to order as req’d 05/01/21</p> <p>All teaching and support staff from 05/01/21</p> <p>All teaching and support staff from 05/01/21</p> <p>KS1 teaching and support staff from 05/01/21</p>	3	1	3
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					may find this tricky (eg EHCP child)				
<b>C3. Inadequate hygiene routines result in a spread of Coronavirus in the school.</b>	<ul style="list-style-type: none"> <li>• <b>Introduce enhanced maintenance of hygiene measures, including sanitation of frequently touched surfaces, using standard products, such as detergents and approved cleaning products</b></li> <li>• Read PHE's COVID-19: <a href="#">cleaning of non-healthcare settings guidance</a></li> <li>• Define a schedule that ensures hygiene maintenance is generally enhanced and includes more frequent cleansing of rooms / shared areas that are used by different groups, frequently touched surfaces being sanitised more often than normal</li> <li>• Implement a log to track hygiene maintenance frequency for bathrooms, classrooms and communal areas</li> <li>• Plan for the daily removal and safe disposal of rubbish</li> <li>• Schedule frequent sanitisation of resources (e.g. books, toys) shared within groups</li> <li>• Schedule the isolation or sanitation of resources (e.g. books, toys) shared between groups</li> <li>• Purchase additional standard cleaning equipment if needed</li> <li>• Encourage teaching and support staff to maintain hygiene standards throughout the day including between classes if required</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>• Regular toilet cleaning schedule devised (hourly) – supported by log</li> <li>• Use disposable cloths or paper roll to clean all hard surfaces, floors, chairs, door handles and sanitary fitting.</li> <li>• Regular class cleaning schedule devised (at the end of each session) – supported by log</li> <li>• Daily rubbish removal completed by caretaker/cleaner</li> <li>• Cleaning of resources at the end of the school day as teacher dismisses the class.</li> </ul>	<p>All teaching and support staff from 05/01/21</p> <p>All teaching and support staff from 05/01/21</p> <p>Caretaker TM From 05/01/21</p> <p>Caretaker TM From 05/01/21</p> <p>All TAs – allocated time from 05/01/21</p>	2	1	2

<p><b>C4. Insufficient distancing, or mixing of different groups of children, staff and parents, result in a spread of Coronavirus in the school/ local community.</b></p>	<ul style="list-style-type: none"> <li>● <b>Minimise contact between individuals and maintain social distancing wherever possible</b></li> <li>● Plan group sizes</li> <li>● Revise timetables to accommodate groups and minimise movement between classrooms, where possible</li> <li>● Where possible, stagger start, break, lunch and finish times</li> <li>● Cancel large gatherings, such as assemblies and staff meetings</li> <li>● Revise extra-curricular offer to minimise mixing between groups</li> <li>● Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems</li> <li>● Divide playground to minimise mixing between groups</li> <li>● Plan arrangements for drop off/collection and communicate these to parents</li> <li>● Plan measures for lunchtimes including managing queues, reconfiguring dining spaces</li> <li>● Communicate arrangements to catering suppliers and lunchtime supervisors</li> <li>● Where necessary use appropriate PPE, follow guidance on putting on and taking off standard PPE- <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a></li> <li>● Encourage support staff to remain in their own bubble at all times</li> <li>● Continue with online meetings via TEAMS and keep physical meetings to a minimum</li> <li>● Review room layouts to increase distances between staff and pupils &amp; staff and other staff</li> <li>● Windows &amp; doors to be kept open where possible to aid ventilation and flow of clean air</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>● Pod of 30 (max) to be established. 4 Bubbles in the school (classes)</li> <li>● Pods have separate entry and exit points and times</li> <li>● Staggered breaks and lunch with children eating in bubble/pod.</li> <li>● Assemblies delivered in Pod/class</li> <li>● Staff meetings (5 teachers) to be held in a space where social distancing can be maintained.</li> <li>● ASC – max number 7 in each session – split in to 2 groups KS1 &amp; KS2</li> <li>● KS2 ASC based in Hall / KS1 in Emerald class</li> <li>● If field not accessible for KS1 they should use the rear playground</li> <li>● School lunches to be distributed and eaten in classes</li> <li>● Break/lunch for each pod in a different place/time so only one pod in any one place at any specific time.</li> <li>● MTA allocated to each class</li> </ul>	All teaching and support staff from 05/01/21	AP/SW/JW from 05/01/21	MTAs from 05/01/21	3	1	3
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<p><b>C5. Provision for intimate care means that distancing can't be followed.</b></p>	<ul style="list-style-type: none"> <li>Put in place a PPE procedure that could include for example, the use of PPE where a pupil becomes ill with coronavirus symptoms while at school</li> <li>Where a pupil already has routine intimate care needs that involve the use of PPE, the care plan should be reviewed; PPE should continue to be used as per the care plan</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>PPE to be worn (apron/gloves/mask) (see RAA36 for dealing with bodily fluids)</li> <li>Visor to be worn if there is a possibility of splashes of bodily fluid</li> <li>Bodily fluids must never be cleaned up with bare hands</li> <li>Strict personal hygiene to be observed and hands to be washed and dried thoroughly after each task</li> <li>First aiders carrying out any procedures involving wound cleaning or cleaning blood spillages to follow the RAA9 First Aid Risk assessment</li> <li>Intimate Care plans to be revised by SENDCo for all children with Intimate Care needs – plans to be shared with parents if they haven't already been shared</li> </ul>	<p>Admin SB/JB 05/01/21</p> <p>All teaching and support staff from 05/01/21</p> <p>CB (SENDCo) by 06/01/21</p>	2	1	2
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<p><b>C6.</b></p> <p><b>The spread of Coronavirus through school and wider community.</b></p>	<ul style="list-style-type: none"> <li>• <b>Engage with the NHS Test and Trace process</b></li> <li>• Put in place a procedure regarding the NHS Test and Trace process and how to contact <a href="#">your local Public Health England health protection team</a> (this is likely to be part of the procedure outlined below)</li> <li>• <b>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b></li> <li>• Put in place procedures to manage suspected/confirmed cases</li> <li>• Read process for dealing with symptomatic pupils</li> <li>• Read procedure for dealing with a suspected outbreak</li> <li>• Identify a room that symptomatic pupils will wait in until parents collect them, ideally with: <ul style="list-style-type: none"> <li>➤ A door you can close</li> <li>➤ A window for ventilation</li> <li>➤ A separate bathroom (either attached to the room or nearby)</li> </ul> </li> <li>• Plan staff training on the process for dealing with symptomatic pupils and ensure they are aware of the steps the school will take in the event of an outbreak</li> <li>• <b>Contain any outbreak by following local health protection team advice</b></li> <li>• Ensure sufficient stocks/ongoing supply of PPE equipment, using local supply chains</li> <li>• Closely manage access to contractors, encourage out of normal school hours' visits</li> <li>• Ensure risk assessments are shared between schools and visiting contractors</li> </ul> <div style="text-align: center;">  <p><b>Educational and Childcare Settings Flo</b></p> </div>	3	2	6	<p>Contact PHE SW HPT by phone or email 0300 303 8162 <a href="mailto:swhpt@phe.gov.uk">swhpt@phe.gov.uk</a></p> <ul style="list-style-type: none"> <li>➤ Suspected case</li> <li>➤ Confirmed case</li> </ul> <p>Follow DCC flow chart re isolation (displayed in school office)</p> <p>Use template letters (on advice of PHE) to manage Comms – (letters provided by PHE)</p> <ul style="list-style-type: none"> <li>• Waiting individual must remain in Acorn room (Isolation room)</li> <li>• If waiting individual needs the toilet they should use allocated W.C but cleaning should then immediately take place before it is used by another child.</li> <li>• An Isolation Kit is available outside the staffroom (medical area). PPE should be worn by staff caring for the child while they await collection, if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs)</li> <li>• If a risk assessment determines that there is</li> </ul>	<p>Admin SB/JB from 05/01/21</p> <p>All teaching and support staff from 05/01/21</p>	3	1	3
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					<p>a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn; PPE will be available in the medical area and supply will be maintained</p>	<p>All teaching and support staff from 05/01/21</p>			
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<p><b>C7. The transmission of Coronavirus when using school/public transport.</b></p>	<ul style="list-style-type: none"> <li>➤ Encourage parents and pupils to walk/cycle or drive to school rather than take public transport</li> <li>➤ Remind parents and pupils still using public transport that face coverings are mandatory for children 11 years+</li> <li>➤ Consider organising walking buses for primary pupil groups</li> <li>➤ Work with the local authority, other local schools and transport providers to consider adjusting start and finish times and/or staggered starts</li> <li>➤ Work with home-to-school transport providers to determine appropriate protective measures to take on transport to align with your school's policies. Consider:</li> <li>➤ how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>➤ use of hand sanitiser upon boarding and/or disembarking</li> <li>➤ additional cleaning of vehicles</li> <li>➤ organised queuing and boarding where possible or distancing within vehicles wherever possible</li> <li>➤ the use of face coverings for children over the age of 11, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet</li> </ul>	3	2	6	<p><b>No school transport</b></p> <ul style="list-style-type: none"> <li>• Reminder re public transport (face coverings etc for adults) communicated to parents</li> <li>• All children to wash hands or sanitise on entry in to school</li> <li>• Staggered starts in place at the beginning and end of the school day.</li> <li>• No school trips using coaches to be organised</li> <li>• Staff who lift share should wear a face covering on the journey as social distancing cannot be maintained</li> </ul>	<p>All teaching and support staff from 05/01/21</p> <p>All teaching and support staff from 05/01/21</p>	3	1	3
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<p><b>C8. Insufficient risk management may place vulnerable individuals at increased risk.</b></p>	<ul style="list-style-type: none"> <li>• Review all risk assessments that relate to this document to ensure updated with relevant guidance i.e. site and personnel risk assessment</li> <li>• Consult with staff, professional bodies and/or staff representatives</li> <li>• Executive leaders/Trustees review school risk assessments and update the Trust Risk Register accordingly</li> <li>• Take account of current Government Guidance in relation to vulnerable individuals</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>• Staff RAs updated for all clinically vulnerable staff prior to return to school in line with current govt guidance</li> <li>• Staff RA updates to be sent to HR + DOSI</li> <li>• Child RAs updated by SENDCo for all pupils with vulnerabilities if req'd</li> </ul>	<p>FB by 08/01/21 and then monitored as req'd</p> <p>FB from 05/01/21</p> <p>CB (SENDCo) – agreed by FB by 08/01/21</p>	3	1	3
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<p><b>C9. Increased vulnerability/ reduced academic performance, due to poor attendance from Sept/ lack of access to school during Covid school closures</b></p>	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>➤ <b>Communicate clear and consistent expectations around school attendance to families. Consider writing to parents, explaining:</b> <ul style="list-style-type: none"> <li>➤ what precautions and processes will be in place?</li> <li>➤ mandatory attendance expectations</li> <li>➤ the reasons why returning to school is important</li> </ul> </li> <li>• Identify pupils who are reluctant or anxious or who are at risk of disengagement and develop plans for re-engaging them - especially those who are persistently absent</li> <li>• Work closely with other professionals as appropriate to support school attendance including continuing to notify the child’s social worker of non-attendance.</li> </ul> <p><b>Catch Up Funding</b></p> <ul style="list-style-type: none"> <li>• Consider using the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools’ pupil premium funding to put measures in place for those families who will need additional support to secure pupils’ regular attendance</li> </ul>	1	3	3	<ul style="list-style-type: none"> <li>• Communication sent to parents reminding them that school attendance and RAs in place to support safer schooling.</li> <li>• School website has Covid-19 section that will be kept up to date with RA and detailed plan – link sent to parents regularly so they are kept up to date.</li> <li>• FB to monitor attendance with SENDCo especially in relation to vulnerable children – notify SW if appropriate</li> <li>• Monitor attainment of pupils – esp those who fell behind as a result of 2020 lockdown</li> <li>• Provide intervention/catch up support as required to address gaps in learning to be monitored in pupil progress meetings</li> </ul>	<p>FB 05/01/21</p> <p>FB By 05/01/21</p> <p>FB/CB Weekly from 05/01/21</p> <p>FB/ CB &amp; Class teachers From 05/01/21</p> <p>CB/ Class teachers From 05/01/21</p>	1	2	2
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<p><b>C10.</b></p> <p><b>Staffing related risks:</b></p> <p><b>Insufficient staffing levels</b></p> <p><b>Increased exposure due to working across pods/ settings</b></p> <p><b>Detrimental impact on physical and mental health and wellbeing</b></p>	<p><b>Clinically extremely vulnerable</b></p> <p><b>The clinically extremely vulnerable list was paused on 1st August. Some people on this list will remain under the care of their doctor or specialist and may advised not to return to work.</b></p> <ul style="list-style-type: none"> <li>Assess how many staff remain in this much smaller group and the impact on the workforce</li> <li>Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes. Consider using an Equalities Impact Assessment:- <a href="https://schoolleaders.thekeysupport.com/article/16686/documents/2301/KeyDoc_reopening_equality_impact_assessment.doc?marker=content-body">https://schoolleaders.thekeysupport.com/article/16686/documents/2301/KeyDoc_reopening_equality_impact_assessment.doc?marker=content-body</a></li> <li>In light of your assessment, consider altering the way in which you deploy staff</li> </ul> <p><b>Using temporary/cover staff</b></p> <ul style="list-style-type: none"> <li>In order to minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year</li> </ul> <p><b>Staff health &amp; wellbeing</b></p> <ul style="list-style-type: none"> <li>Minimise staff travel between schools who are interacting with pupils</li> <li>Staff made aware of the signs of stress and anxiety</li> <li>Staff have regular contact with Line Managers. Line Managers to be vigilant for signs of excessive stress amongst staff and to initiate remedial action as soon as possible.</li> <li>Workload and work life balance is being monitored on an ongoing basis. This includes all members of staff up to and including the executive team</li> <li>Support available via our healthcare provider <a href="https://www.medigold-health.com/">https://www.medigold-health.com/</a></li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Staff RAs updated for all clinically extremely vulnerable staff in line with current govt guidance or prior to making any decision that they should remain at home.</li> <li>FB to assess impact of reduced number off staff on the safe running of the school – currently no staff in this group</li> <li>Supply to be managed by using in school staff if possible (3 TAs have HLTA or teacher status and could be deployed accordingly)</li> <li>Staff wellbeing to be considered in relation to work life balance</li> <li>Refer staff if required via Medigold and HR</li> </ul>	<p>FB/ Staff By 05/01/21</p> <p>FB/ Staff By 05/01/21</p> <p>Admin/FB From 05/01/21</p> <p>FB/HR From 05/01/21</p> <p>FB/HR From 05/01/21</p>	3	1	3
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<p><b>C11.</b> <b>The risk of exposure to Coronavirus is increased due to membership of more than one pod, provision or setting, or due to letting to external providers.</b></p>	<p><b>Extra-curricular activities/membership of more than one pod, provision or setting</b></p> <ul style="list-style-type: none"> <li>➤ Review breakfast and after-school provision and consider the need to respond flexibly and build this up over time</li> <li>➤ Review parents use of external providers: BC/ASC and child minders; consider the need for additional protective measures, including minimising the number of pods children access</li> <li>➤ Advise parents to limit the number of different wraparound providers their children access during weekends/school holiday times</li> <li>➤ As with physical activity during the school day, contact sports should not take place</li> <li>➤ No activity that would not be allowed in the school day, will be allowed during extra-curricular activities/BC/ASC</li> </ul> <p><b>Letting to external providers</b></p> <ul style="list-style-type: none"> <li>➤ Letting to be prioritised to meet children’s needs</li> <li>➤ Additional costing/staffing of COVID cleans required, in advance of staff/children using the space that has been let</li> <li>➤ No activity that would not be allowed in the school day, will be allowed during lettings</li> <li>➤ Those letting must have their risk assessment approved by Sam Lydon-Drake and must sign the school risk assessment</li> <li>➤ Where necessary those letting will need to add additional measures to their risk assessment to meet school requirements</li> <li>➤ Those letting spaces must keep abreast of changes in guidance</li> <li>➤ Those letting spaces must keep a written record of attendees, that will be shared with PHE, if required</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>• ASC max numbers 7 with one adult 14 with 2 adults- in 2 separate groups split in to KS1 &amp; KS2</li> <li>• Location outside or if rainy/cold – at the back of the hall KS2 (this area is not used by other children) and Emerald class (KS1).</li> <li>• Separate resources (not used by other groups). ASC resources to be stored in hall cupboard and only accessed by AP</li> <li>• No other extra-curricular clubs (other than SAINTs but only for one pod at a time)</li> <li>• NO LETTINGS</li> </ul>	<p>Admin SB/JB From 05/01/21</p> <p>AP (afterschool leader) From 05/01/21</p> <p>AP (ASC lead) From 05/01/21</p> <p>Admin SB/JB From 05/01/21</p> <p>Admin From 05/01/21</p>	2	2	4
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<p><b>C12. Gaps in knowledge and understanding, existing as a result of time away from school, will not be made up.</b></p>	<ul style="list-style-type: none"> <li>➤ Implement a robust process of assessment to identify learning gaps quickly</li> <li>➤ Modify the school’s curriculum to address the identified gaps in knowledge, while maintaining breadth and balance</li> <li>➤ Adopt flexible teaching strategies to deliver the planned curriculum and meet needs of learners, maximising the use of technology</li> <li>➤ Identify students most at risk of disengagement/most in need of additional support</li> <li>➤ Engage with LAs, agencies and the families of pupils with SEND to devise plans to provide specific support as needed</li> </ul>	<p>1</p>	<p>3</p>	<p>3</p>	<ul style="list-style-type: none"> <li>• Spring term mapping and gapping of pupils understanding and Knowledge</li> <li>• Robust tracking - what needs priority teaching?</li> <li>• Maths use of DfE ‘Ready to progress’ supplemented by WR/Ch as the evidence/ Oak Academy</li> <li>• Eng – identify what has been missed... Focus on Reading / Focus on extended writing/ map &amp; gap SPAG</li> <li>• TESTs by Feb half term <ul style="list-style-type: none"> <li>• Y3/Y4/Y5 to do end of spring assessments (Twinkl and White Rose)</li> <li>• Y6 2019 SATs</li> </ul> </li> <li>• Interventions for pupils with SEND</li> <li>• EHCP targets to be supported</li> </ul>	<p>All teaching and support staff from 05/01/21</p> <p>All teaching and support staff ongoing</p> <p>All teaching and support staff from 05/01/21</p> <p>All teaching and support staff from 12/02/21</p> <p>12/01/21</p> <p>All teaching and support staff from 05/01/21</p>	<p>1</p>	<p>2</p>	<p>2</p>
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<p><b>C13.</b> <b>Increased risk of transmission during physical and musical activity.</b></p>	<p><b>Settings should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance</b></p> <p><b>Physical activity</b></p> <ul style="list-style-type: none"> <li>➤ Ensure pupils remain in consistent groups where possible, sports equipment is to be thoroughly cleaned between each use, and contact sports are avoided</li> <li>➤ Prioritise outdoor sports where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying attention to cleaning and hygiene</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• When pupils are using instruments, or singing in small groups such as in music lessons by, consider: <ul style="list-style-type: none"> <li>➤ physical distancing</li> <li>➤ playing outside wherever possible</li> <li>➤ limiting group sizes to no more than 15</li> <li>➤ positioning pupils back-to-back or side-to-side</li> <li>➤ avoiding sharing of instruments</li> <li>➤ ensure good ventilation</li> </ul> </li> <li>• Singing, wind and brass playing should not take place in choirs and ensembles, or assemblies</li> </ul>	2	2	4	<p>No Spring term Brass sessions. Singing minimised.</p> <p>PE sessions outdoors in classes – change for the day (Tuesday) – come in your sports kit (Y1 – Y6). Equipment cleaned after sessions by TA in line with previous practice.</p> <p>No Brass sessions (Y5/6)</p> <p>No shared assemblies – only in pod/class – mainly online.</p> <p>Minimal singing and only in ‘pod/class’</p>	<p>All teaching and support staff from 05/01/21</p> <p>All staff Spring term</p> <p>All staff</p>	2	1	2
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<p><b>C14. Experiences during Covid closures may have had a detrimental impact on children's emotional and physical well-being.</b></p>	<ul style="list-style-type: none"> <li>• Ensure Headteachers (DSL) prioritise their time to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children social care and other agencies where these are appropriate</li> <li>• Provide additional lessons/opportunities focused on supporting pupils' mental health and wellbeing, within the curriculum/school timetable, including targeted pastoral intervention as appropriate</li> <li>• Consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> <li>➢ support the rebuilding of friendships and social engagement</li> <li>➢ to address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li> <li>➢ to support pupils with approaches to improving their physical and mental wellbeing</li> </ul> </li> <li>• Consider the support needs of particular groups who need additional help (for example Children in Need), and any newly vulnerable pupils on their return to school</li> </ul>	1	3	3	<ul style="list-style-type: none"> <li>• Trauma informed practice – CPD time for CB to support staff in understanding this philosophy (Spring CPD)</li> <li>• Sessions in class to support MH (eg through Mindfulness/ PSHE etc)</li> <li>• <u>Re-build</u> relationships/ <u>Re-discover</u> the child (what was your journey)/ <u>Re-address</u> the needs of the child (where are we now what do we need?) <u>Re-connect</u> to learning – metacognition/skills for learning etc/ <u>Re-energise</u> – re-excite</li> </ul>	<p>All teaching and support staff from 05/01/21</p> <p>All teaching and support staff from 05/01/21</p>	1	2	2
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<p><b>C15.</b> Time away from the structure school environment may have resulted in a detrimental impact on children's attitude to learning and conduct.</p>	<ul style="list-style-type: none"> <li>• Revise behaviour and attendance policies if necessary, to create the right conditions to re-engage pupils in their learning and reintegrate them back into school life</li> <li>• Provide pastoral and support services</li> <li>• Consider delivering lessons in shorter sessions and rebalancing the pastoral/academic load in the first few weeks; maximise opportunities to learn outside</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>• Share any revisions to policy with staff</li> <li>• Share any revised expectations with pupils</li> <li>• Individual reviews for pupils requiring support</li> <li>• Capitalise on outdoor learning when weather permits</li> <li>• Homework sessions to encourage shared family time</li> </ul>	<p>FB 05/01/21 All teaching and support staff 05/01/21</p> <p>All staff + CB By 06/01/21</p> <p>All teaching and support staff from 05/01/21</p> <p>All teaching and support staff from 05/01/21</p>	2	1	2
<p><b>C16.</b> Increased infection levels locally result in further school closures.</p>	<ul style="list-style-type: none"> <li>• Ensure Trust procedures are in place to manage local closures</li> <li>• PHE Guidance to be followed</li> <li>• Headteacher to consult Executive Team, immediately</li> </ul>	1	3	3	<ul style="list-style-type: none"> <li>• Ensure plan in place to flip to remote learning – homework to be delivered in this way</li> <li>• Revise remote education contingency plan</li> </ul>	<p>All staff By 08/01/21</p>	1	2	2



<b>C17.</b> <b>Children do not have access to high quality online learning, during further partial/full school closures.</b>	<ul style="list-style-type: none"> <li>• DfE funding has been secured to establish Microsoft 365 as a learning platform; all classes have been set up in Teams</li> <li>• Staff training to be delivered to ensure teachers can provide their online learning, interaction, assessment and feedback, via Microsoft Teams, by the third week in September 2020</li> <li>• Ensure high quality online and offline resources have been identified and linked to the school or Trust's curriculum provision</li> <li>• Communicate online learning and safeguarding expectations, including logins/passwords, to parents and pupils</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>• CPD sessions to support staff with delivery of online teaching via TEAMS</li> <li>• Oak Academy to be used to supplement teaching</li> <li>• Communication to parents to be done in Spring term for Emerald and Sapphire class (Diamond already set up)</li> </ul>	05/01/21  All teaching and support staff from 05/01/21  All staff - TBC	2	2	4
<b>Other Risk Assessments</b>	<p style="text-align: center;"><b>Specific activity risk assessments will include new additional control measures dealing with Coronavirus. Please refer to them as necessary. These include:</b></p> <p style="text-align: center;">First Aid Risk Assessment      Fire RA      Cleaning &amp; COSHH RA      Catering RA            (not exhaustive – Signpost to other risk assessments as necessary)</p>								
<p><b>The Headteacher has directed staff and pupils to carry out these arrangements. Steps are being taken to ensure that they remain in place and effective.</b></p>									

Each new hazard must be on a new row. Add extra rows if necessary. This will make the assessment easier to view and understand. Roll over into another page if necessary.

<b>ASSESSOR NAME:</b> F.Brinicombe	<b>ASSESSOR SIGNATURE:</b> <i>F. Brinicombe</i>	<b>DATE OF ORIGINAL ASSESSMENT:</b> 14/07/2020 Reviewed 04/01/21	<b>DATE OF NEXT REVIEW:</b> 12/02/21
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- **RISK** - is the *potential* to cause harm. e.g. contract coronavirus
- **Control Measures** - are the actions taken to prevent harm
- **Severity (S)** - rated as follows:
  - **MAJOR** = 3
  - **MODERATE** = 2
  - **SLIGHT** = 1
- **Likelihood (L)** - rated as follows:
  - **LIKELY** = 3 could happen anytime.
  - **POSSIBLE** = 2 might happen sometimes.
  - **UNLIKELY** = 1 where harm is unlikely to occur.
- **Risk Rating (RR)** - is a means of 'measuring' the risk by multiplying the *severity* by the *likelihood* e.g. a *severity* factor 'MODERATE' with a *likelihood* factor 'POSSIBLE' would give a risk rating of 2 x 2 =4. This should represent the risk at the time of the assessment, given the control measures in place at the time.
- **Additional Control Measures** – these are the measures Headteachers are taking locally, including amendments made to risk other assessments, to manage the Risk Rating.
- **Risk Rating**
  - High** = from 6 – 9 requires **IMMEDIATE** action to achieve a reduction in risk.
  - Med** = from 3 - 4 requires action **AS SOON AS POSSIBLE**.
  - Low** = from 1 - 2 may be considered acceptable (although action may be possible to reduce the risk even further can be considered).

Simple Risk Matrix			
	Consequences		
Likelihood	Minor	Moderate	Major
Likely	Yellow	Red	Red
Possible	Green	Yellow	Red
Unlikely	Green	Green	Yellow

Risk Treatment Key	
Intolerable Risk Level. Immediate action required	
Tolerable Risk Level. Risks must be reduced so far as is practicable.	
Broadly Acceptable Risk Level. Monitor and further reduce where practicable.	

## Passing on the Key Findings

**Important:** The key findings of this assessment need to be passed on to those who need it.

## Government Guidance – Links Section

Key government guidance is being followed includes (not an exhaustive list):

1. Coronavirus (COVID-19): implementing protective measures in education and childcare settings <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
2. Actions for educational and childcare settings to prepare for wider opening <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-from-1-june>
3. Social Distancing <https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july>
4. Shielding and Protecting Vulnerable Persons <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#shielded-and-clinically-vulnerable-adults>
5. COVID-19: cleaning of non-healthcare settings <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>
6. Travel Guidance – safer travel <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>
7. Actions for schools in preparation for the Autumn term- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

STAFF NAME	SIGNATURE	DATE READ