

# Full opening of schools - September 2020

## RISK ASSESSMENT

**SCHOOL NAME: Milton CE Primary**

**Number on roll:385**

**Current document version: 1**

### Quality assurance cycle

Initial approvals	Dates
Consultation with staff	13.7.20
Headteacher completion	15.7.20
Compliance officer sign off	17.8.20
CEO Sign Off	19.8.20
DEMAT Board informed	

### Monthly RA review cycle

Review date	Version No	Compliance officer	CEO	Board
1 <sup>st</sup> October				
1 <sup>st</sup> November				
1 <sup>st</sup> December				

**Note – each Risk Assessment has been amended using track changes, so that there is a documented history of all changes made.**

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*Respect*  
*Trust*  
*Ambition*

**01353 656760**  
**[www.demat.org.uk](http://www.demat.org.uk)**

**DEMAT Office Address:**

Grace Building, 8 High Street, Ely, Cambridgeshire, CB7 4JU



## Introduction

Following government instructions to reopen schools fully in September 2020, we will do all we can to make them as safe as possible for our communities. This period of time needs to be used for leaders to carry out a complete assessment of their capacity and ability to open in September 2020 to all pupils.

Each DEMAT school is required to complete the following Risk Assessment and each school's circumstances will be considered individually and signed off by the Chief Executive who will inform the Trust Board. Headteachers are required to use the Risk Assessment to ensure that all building, sites and health and safety risks are considered and addressed before the school can be opened.

## Risk Assessment Monitoring and Review Requirements

Headteachers will be required to complete this Risk Assessment in full using the most recent [Government guidance](#) and DEMAT guidance to support the controls and any actions required. Headteachers will be required to review this Risk Assessment monthly throughout the Autumn term. This Risk Assessment covers all DEMAT schools including all school-run pre schools and nurseries.

**The DEMAT Risk Assessment is divided into four sections, as follows:**


1. Pre-opening
2. Staffing communication, and compliance with procedures
3. Management of site
4. Safeguarding and mental health

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The following measures have been determined by the Government as part of the [Guidance for the full opening of schools](#) as being central to implementing a full opening of schools. The associated DEMAT guidance provides local context and advice for schools to follow.

### **Preventative and Response measures upon which the risk assessment is based**

#### **Prevention**

- 1) 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
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

*Numbers 1 to 4 must be in place in all schools, all the time. Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances. Number 6 applies in specific circumstances.*

#### **Response to infection (all actions compulsory)**

- 1) engage with the NHS Test and Trace process
- 2) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 3) contain any outbreak by following local health protection team advice

## DEMAT Risk/Priority Indicator Key

### Severity (Consequence)

1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

### Likelihood

1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
5. Almost certain/imminent

### RISK/PRIORITY INDICATOR MATRIX

LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

### Summary

### Suggested Timeframe

12-25	High	As soon as possible
6-11	Medium	Within the next three to six months
1-5	Low	Whenever viable to do so

## DEMAT Risk Assessment

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education as follows:

[Guidance for the full opening of schools](#)

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

<b>School name:</b>	Milton CE Primary	<b>Assessment conducted by – name:</b>	Anna Reeder- Headteacher, DSL		
<b>Covered by this assessment:</b>	Staff, pupils, contractors, visitors, volunteers	<b>Assessment conducted by – job title:</b>	Nick Haycraft and James Fraser – Deputy Headteachers, Inclusion Manager , DSLs Andi Everitt Chair of Governors Dean Snow – H&S governor		
<b>Assessment date:</b>	10/07/2020	<b>Review interval:</b>	1 month	<b>Date of next review:</b>	01/10/2020

**Note:** Risks assessments must be reviewed quarterly, whenever there is a significant change in the activity and following any incident.

### Related documents

#### Trust/Local Authority documents:

[DEMAT guidance](#)

#### Government guidance:

[Government guidance](#) – main link

[Guidance for the full opening of schools](#)

[Coronavirus \(COVID-19\): guidance for educational settings](#)

[COVID-19: cleaning in non-healthcare settings](#)

Ref	Area for concern	Risk rating prior to action (severity x likelihood)	Control measures	In place? (Yes/No)	Additional school measures / comments	In place? (Yes/No)	Residual risk rating (severity x likelihood)
<b>1</b>	<b>Pre-opening</b>	<b><u>RETURN TO TOP OF RISK ASSESSMENT</u></b>					
1.1	Pupils are allowed to return in the same structure as was in place in March 2020	<b>3x3=9</b>	<ul style="list-style-type: none"> <li>School to determine appropriate use of protective bubbles</li> <li>Either class based bubbles OR</li> <li>Year group bubbles OR</li> <li>Key stage bubbles (smaller schools)</li> <li>Pupils informed about importance of remaining within their bubble</li> </ul>	<b>Y</b>	We will operate in year group bubbles of 60 (max) across the school. Foundation stage have to operate as a year group due to the open plan shared classroom. In the other year groups this allows us to continue with a broad and balanced curriculum, maintains our team teaching and planning approach and allows us to operate social times in a safe way but also allows for wellbeing amongst peer groups.	<b>Y</b>	<b>2x2=4</b>
1.2	Policies have not been adapted to adhere to new Government guidelines	<b>2x2=4</b>	<ul style="list-style-type: none"> <li>Review existing policies where the COVID clause was inserted in May 2020 to ensure continued compliance with Government guidance issued on 2<sup>nd</sup> July 2020.</li> </ul>	<b>Y</b>	Policies reviewed as required including: Behaviour Policy First Aid Policy Fire Safety Policy Safeguarding and child protection policy	<b>Y</b>	<b>1x2=2</b>
1.3	Control measures not effective because people not aware of infection control requirements	<b>3x3=9</b>	<ul style="list-style-type: none"> <li>DEMAT Defender posters to be displayed in reception, classrooms and other areas used.</li> <li>Letters to parents to be sent reminding them of the importance of the essential hygiene measures and adherence to engagement with track &amp; trace.</li> <li>Reinforce to staff as part of on-going training - Refer to and ensure all staff are aware of guidance and requirements.</li> </ul>	<b>Y</b>	Reminders to all – parents, visitors, staff and children about key preventative measures and controls. Re-establishment of key hygiene routines in school. Minimise parent presence in school buildings – access information and help via other systems. Office to plan for managing visitors on site safely including track and trace details DEMAT defender posters to be displayed in reception, classrooms and other used areas	<b>Y</b>	<b>1x2=2</b>

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1.4	Risk assessments are not regularly assessed	3x3=9	<ul style="list-style-type: none"> <li>Risk assessments updated and reviewed monthly – sent to Joanne Patterson, Compliance Officer</li> <li>Fortnightly return (survey) of adherence to current risk assessments by schools to confirm continued compliance to Joanne Patterson, Compliance Officer</li> </ul>	Y	Diarise monthly return and complete as SLT including SBM fortnightly. Staff input as an agenda item in staff meetings.	Y	1X2=2
1.5	Weak Governance control of risk	3x4=12	<ul style="list-style-type: none"> <li>Use of Health &amp; Safety Trustee group to provide feedback when required</li> <li>Chief Executive delegated to approve Risk Assessments before reporting to Trust Board</li> <li>Fortnightly return by all schools of compliance to RA/guidelines.</li> <li>Local governor updates by Headteacher utilising appropriate forms of communication</li> </ul>	Y	School to contact DEMAT with any concerns or information that needs to be shared e.g. COVID positive testing. Governors involved in risk assessment review updates and fortnightly update of risks. 1 governor has RA responsibility and feeds back to the Business and Personnel committee. RA is an agenda item for all B&P committee meetings.	Y	2X1=2
1.6	The lack of availability of First Aiders, including Paediatric First Aiders (where required), and Designated Safeguarding Leads puts children's safety at risk	4x2=8	<ul style="list-style-type: none"> <li>Ensure there are the appropriate number of First Aiders, Paediatric First Aiders for under 5's and Designated Safeguarding Leads available and at school, and their training is up to date.</li> </ul>	Y	Need to continue to maintain first aid with paediatric training cycle. Office has booked new members of staff and dates for renewal of all other staff booked for March 2021. Currently 85% of staff team have qualification including teachers, teaching assistants and office staff.	Y	2X2=4

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1.7	Medical and isolation rooms are not adequately equipped or designated to maintain infection control	4x3=12	<ul style="list-style-type: none"> <li>Ensure sufficient supplies of medical equipment and PPE are in place</li> <li>Ensure appropriate signage is in place to designate difference between isolation and medical rooms</li> <li>Ensure medical room is tidy and suitably equipped should it need to be used.</li> <li>Continue to undertake PPE training for relevant staff in school.</li> </ul>	Y	If any key medical equipment is used, staff to inform office to replenish. (Develop electronic version of list of key products that can be emailed through e.g. thermometer, mask, gloves, aprons etc.) KS2 SEN room to be converted to isolation room. PPE training has been completed by SLT/SBM.	Y	3x2=6
1.8	Provision for PPE for staff is not in line with Government guidelines	3x3=9	<ul style="list-style-type: none"> <li>Only use Trust or LA recommended suppliers for PPE</li> </ul>	Y	Office/HT to contact Trust if any PPE procurement becomes difficult. Current stock meets guidelines	Y	1X1=1
1.9	Cleaning capacity is reduced and inadequate supplies for soap/hand sanitiser mean staff/pupils unable to maintain hygiene	4x3=12	<ul style="list-style-type: none"> <li>Review cleaning rotas or liaise with contractors to determine availability of staff</li> <li>Implement daily monitoring of supplies</li> <li>Contact the Trust Central Team if finding it difficult to source cleaning products for support.</li> </ul>	Y	SBM to develop an electronic/paper cleaning supply spreadsheet for re-ordering to be completed by staff/cleaning team as they require it or if it is noticed that stocks are low. SBM to establish communication system with cleaners for key supply replenishment e.g. toilet rolls, tissues, hand sanitiser etc.	Y	3x2=6
1.10	Cleaning practices are not carried out effectively	3x3=9	<ul style="list-style-type: none"> <li>Headteacher to ensure all cleaning staff used are fully aware of the cleaning requirements and guidance and arranged for daily checks to be carried out.</li> </ul>	Y	SBM to establish routine of weekly liaison meeting with cleaning company, and organise regular spot checks. SBM will advise Head of any concerns.	Y	3X2=6
<b>2</b>	<b>Staffing, communication, and compliance with procedures</b>				<b><u>RETURN TO TOP OF RISK ASSESSMENT</u></b>		
2.1	Poor communication to stakeholders	2x3=6	<ul style="list-style-type: none"> <li>Schools to inform parents about procedures for opening before the end of July</li> <li>At least monthly updates to parents to be sent by schools over Autumn term</li> <li>Statutory liaison with relevant LAs to be maintained.</li> </ul>	Y	Parent letter sent out to all parents before the school closed on 24 <sup>th</sup> July adapted DEMAT model communicating to families about key changes to organisation and routines	Y	2x2=4



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			<ul style="list-style-type: none"> <li>Central DEMAT best practice guide to be produced in line with feedback received prior and updated post opening on a fortnightly basis.</li> <li>Parental questions answered promptly by the school.</li> </ul>		Share track and trace procedures with all staff and parents and keep information printed out in offices. Post risk assessment on website once agreed.		
2.2	Prolonged absence of employee due to self-isolation and/or repeated symptoms	2x6=12	<ul style="list-style-type: none"> <li>Employees must to take part in the government's testing programme for COVID-19 and ensure that the results are communicated to school senior management.</li> <li>Track &amp; trace to be engaged with by all staff</li> </ul>	Y	Share expectations with staff team that they must take part in the governments testing programme and results shared with head/SLT All staff will engage with track and trace	Y	2X2=4
2.3	Staff, pupils and parents are not aware of the school's procedures (including self-isolation and testing) should anyone display symptoms of COVID-19	3x3=9	<ul style="list-style-type: none"> <li>Letter to parents and staff reminding them of the school's procedures to be sent in Aug/Sep</li> <li>Information on displayed on Trust and school websites.</li> <li>DEMAT Defender posters to be displayed in school.</li> <li>Display DEMAT Flowcharts in school.</li> <li>Staff training to be held in INSET days</li> <li>Reminders that if you are ill, stay at home and get tested</li> <li>Promote engagement with Track and Trace</li> </ul>	Y	Reminder letter to be sent out 3rd September prior to opening – diarise. Reminder to staff on INSET days 3 <sup>rd</sup> , 4 <sup>th</sup> September. DEMAT Defender posters to be displayed in school. Display DEMAT Flowcharts in school.	Y	3x2=6
2.4	Measures not effective because of lack of compliance by pupils or parents	2x3=6	<ul style="list-style-type: none"> <li>Letters to parents explaining school expectations to keep children and adults as safe as possible – parents and children not prepared to adhere to these expectations will not be allowed in school because of the risk posed to others.</li> <li>Clear instructions displayed around the school highlighting robust hand and respiratory hygiene measures</li> </ul>	Y	Environment walk to check posters are still in place and visible before opening.	Y	2x2=4
2.5	Child is sent to school with a temperature or coronavirus symptoms of which	3x3=9	<ul style="list-style-type: none"> <li>Follow the flow charts contained in the DEMAT guidance</li> </ul>	Y	Remind parents frequently in newsletters throughout the term. Flow charts visible to staff to follow during the school day	Y	3x2=6

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	school is not aware, or in a household where symptoms are present						
2.6	Lack of adult capacity within a bubble to provide adequate supervision if the teacher or child is ill and needs to be isolated or needs the toilet or some other issues	3x2=6	<ul style="list-style-type: none"> <li>Ensure that the school cover system is active so that spare adults can be moved into the class as required</li> <li>Changes in the 2<sup>nd</sup> July guidance show that adults can move between bubbles</li> </ul>	Y	Increased adult capacity with additional TAs for September We have chosen Year group bubble which will allow team teaching to continue if/cl required.	Y	2X2=4
2.7	Child is displaying symptoms and parent cannot be reached to collect	4x3=12	<ul style="list-style-type: none"> <li>Child is isolated away from other children and adults.</li> <li>Supervising adult wears appropriate PPE equipment and follows social distancing, until parent/carer can be contacted to collect.</li> </ul>	Y	Set up isolation room in KS2 group room Office to send out data sheets for checking by first week of term so database phone numbers are correct/PA can be checked.	Y	4x2=8
2.8	Possible spread of infection from a pupil, visitor or member of staff carrying the virus where there is no reason to suspect they are infected with the virus	4x3=12	<ul style="list-style-type: none"> <li>Basic infection controls should be followed as recommended by the government and the DEMAT guidance.</li> <li>DEMAT Defenders posters to be displayed on every door.</li> <li>Governors meetings to be held remotely until further notice.</li> <li>Good practice to help eliminate the spread of infection is included in the Government guidance and DEMAT guidance.</li> <li>Persons worried about symptoms should use the NHS 111, only call if they cannot get help online, and NOT go to their GP or other healthcare centre.</li> </ul>	Y	All control measures are in place. Test and trace procedures circulated to school community. Parents have been informed that their presence in school buildings limited to exceptional circumstances only.. Visitors will be limited and will be reminded by office staff of safety protocols on arrival. Chair/clerk have organised remote meeting access for agreed dates.	Y	3x2=6

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2.9	Staff members do not minimise periods of contact	2x4=8	<ul style="list-style-type: none"> <li>Limit the number of staff who can use a staffroom at any one time</li> <li>Provide other facilities for staff to have break periods</li> <li>Use online meeting facilities to conduct larger meetings</li> <li>Reduce the movement of staff between bubbles where possible</li> </ul>	Y	Staff meetings to continue to be held remotely for autumn term where possible. INSET day –social distancing with teachers and TAs in year groups and HT in office for remote training within school. Rota and routines to be established for use of staffroom. Purchase kettles and thermal cups for team to be used in alternative spaces, not classrooms e.g. Library or KS1 kitchen area. PPA spaces to be used by one year group at a time only and can be arranged to be off site if required.	Y	2x2=4	
2.10	Staff coming into work who are more at risk of infection	5x4=20	<ul style="list-style-type: none"> <li>Where the measures detailed in the RA are applied fully, including all prevention and response measures listed on page 3, the risk is mitigated significantly and these staff should be able to return to work</li> <li>Liaise with DEMAT HR team for specific cases or for further advice</li> <li>Discuss with individuals the need for a personal risk assessment and ensure it is completed</li> <li></li> </ul>	Y	If any staff become pregnant refer to gp for medical advice. Ask staff to share confidentially with HT and a risk assessment will be implemented for the employee DEMAT HR team to be contacted for any staff who may be at risk or if further guidance is required	Y	3x3=9	
3	<b>Management of site</b>						<b>RETURN TO TOP OF RISK ASSESSMENT</b>	
3.1	Classrooms are set up in a manner that allows children to face one another for extended periods of time	3x4=12	<ul style="list-style-type: none"> <li>Arrange classrooms with forward facing desks so that pupils do not face one another</li> </ul>	Y	Staff briefing in advance of setting up classrooms to ensure forward facing desks are put in place	Y	2x2=4	

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3.2	Due to staff absence a large number of supply teachers or visiting specialists are on site	3x3=9	<ul style="list-style-type: none"> <li>Try to accommodate cover arrangements internally where possible, including using TAs under the instruction of a qualified teacher.</li> <li>Where agency staff are to be used ensure they are aware of all site procedures</li> <li>Consider booking agency staff for longer assignments to minimise the number of other schools they visit.</li> </ul>	Y	Year group bubbles will enable a team teach approach with TA support if required in order to minimise adults. SBM to book familiar supply or internal supply as a priority and adhere to year groups. Staff team to be flexible with their PPA allocations and exercise opportunity to work from home when they can to ease space pressure in teacher's study rooms.	Y	2x2=4
3.3	After school club has a mixture of year groups attending	2x3=6	<ul style="list-style-type: none"> <li>In the first instance maintain pupils in the bubbles they are in during the school day</li> <li>If this is not possible then place pupils in small, consistent groups</li> <li>Consider delaying the opening of after school club to some year groups to cater for the bubbles in greatest demand</li> </ul>	Y	Externally run off site– can share year group bubble to see if they can maintain this as and when they re-open. HT has contacted providers before end of term to check on their planning. Kids R Us will be planning reopening using our year group bubble structure.	Y	2x2=4
3.4	The number of pupils and staff on site creates too many opportunities for Government guidance to be breached	3x4=12	<ul style="list-style-type: none"> <li>Minimise the number of external visitors to the site as much as possible</li> <li>All visitors to be recorded to adhere to track &amp; trace guidance</li> <li>No large gatherings such as assemblies, parents evenings or performances</li> </ul>	Y	SBM and office team to organise visitor protocols and align with track and trace requirements. School team to develop new ways of sharing assemblies, and organisation of parent evenings electronically. SLT to review autumn term dates and activities to delete mass gatherings.	Y	2x2=4
3.5	Pupil's behaviour on the return to school does not comply with school guidelines	3x3=9	<p>Clear messaging to pupils on the importance and reasons for control measures is reinforced throughout the school day by staff and through posters. For young children this is done through age-appropriate methods such as stories and games.</p> <ul style="list-style-type: none"> <li>Staff model behaviour consistently.</li> <li>The movement of pupils around the school is minimised.</li> <li>Break times and lunch times are structured to support maintenance of bubbles and are closely supervised.</li> </ul>	Y	Behaviour policy and expectations to be revisited and revised on INSET day. Updated policy to be shared with parents in first week back. Class teachers to set expectations and teach them clearly in first 2 weeks of term. Regular agenda item for staff meeting to gather feedback and share issues.	Y	3x2=6

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			<ul style="list-style-type: none"> <li>The school's behaviour policy has been revised to include compliance with measures and this has been communicated to staff, pupils and parents.</li> <li>Senior leaders monitor areas where there are breaches of measures and arrangements are reviewed.</li> <li>Messages to parents reinforce the importance of the measures are sent by the school.</li> </ul>				
3.6	Movement around the site results in social distancing breaches	3x4=12	<ul style="list-style-type: none"> <li>Movement to be restricted within bubble areas or classrooms</li> <li>Wider movement around the school to be supervised</li> <li>Where movement of bubble groups cross paths ensure pupils remain at opposite edges of corridor</li> </ul>	Y	Revise site movement plans in and out of building to minimise 'crunch points' e.g. Year 2 corridor, Y3 classroom entrances. Drop off plan revisited and updated to allow for full year group re-opening with a one way route around the school perimeter.	Y	2x2=4
3.7	Lunch and break times provide social distancing breaches as pupils circulate	3x4=12	<ul style="list-style-type: none"> <li>Either stagger lunch breaks to reduce risk of bubbles merging OR</li> <li>Zone off areas of the playground and/or field to give each bubble space to occupy</li> <li>Dining room can be used but not for more than one bubble at a time – if used tables must be cleaned between bubbles</li> </ul>	Y	Rota system planned for lunchtimes with revised seating, timing and cleaning structure. Playground and fields to be zoned to allow for maximised outside play opportunities with maximized separation of bubbles.	Y	2x2=4
3.8	Toilet queues and handwashing queues breach bubbles	3x4=12	<ul style="list-style-type: none"> <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 throughout the day to help avoid queues.</li> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>	Y	Children to maintain use of year group toilets – must be the same at playtimes. Establish additional hand sanitising stations outside classrooms. Male toilet in foyer to be unisex toilet to add additional female toilets. Staff to use disabled toilets too. In use signs in main female toilet outside door to prevent congestion.	Y	3x3=9
93.9	Start and end of the school day provides opportunities for parents to congregate and	3x4=12	<ul style="list-style-type: none"> <li>Stagger arrivals OR</li> <li>Use separate entrances OR</li> <li>Line pupils up in zones across playground before entry to school OR</li> <li>School based method of minimising congregation of people outside the school</li> </ul>	Y	Arrival and dispersal system developed to incorporate all year groups with designated separate exit points. Classes to be open for children to arrive from 8.45 to allow gradual start to the school day. Parents to be reminded about social distancing and limited access to school site	Y	2x3=6

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	breach social distancing guidelines							
3.10	Fire procedures are not appropriate to cover new arrangements	5x4=20	<ul style="list-style-type: none"> <li>Headteacher to review fire procedure protocol and amend in line with current school arrangements.</li> <li>Fire drill must take place within 3 days of all pupils being in school full time</li> </ul>	Y	Fire procedure reviewed and circulated to accommodate COVID-19 arrangements Diarised fire drill for 15 September am when YR commence full time.	Y	2x2=4	
3.11	Building statutory compliance checks (as set out in the DEMAT Premises Guidance) have not been completed	4x3=12	<ul style="list-style-type: none"> <li>Review the compliance checklist contained within DEMAT guidance</li> <li>Contact Rachel Lamb with queries</li> </ul>	Y	SBM to ensure all checks are completed before start of term. Rachael Lamb will be contacted if any queries arise	Y	3x2=6	
3.12	Contractors working on site may pose social distancing risk	3x3=9	<ul style="list-style-type: none"> <li>All works that take place, must be coordinated by Rachael Lamb, Building Surveyor for the Trust Central Team or have been approved in advance.</li> <li>Ensure all essential visits by contractors are aware of the school's opening arrangements and carry out a risk assessment prior to any visit.</li> </ul>	Y	SBM to liaise with Rachael. Visitor briefing protocol to be developed by SBM	Y	2x2=4	
<b>4</b>	<b>Safeguarding, and mental health</b>						<b>RETURN TO TOP OF RISK ASSESSMENT</b>	
4.1	Pupil's mental health has been adversely affected during the period of closure	4x3=12	<ul style="list-style-type: none"> <li>All staff to be made aware of the Government guidance – Guidance for the public on the mental health and well-being aspects of coronavirus.</li> <li>Refer to additional support within the DEMAT guidance</li> <li>Liaise with Dense Woodhouse for specific guidance</li> </ul>	Y	Set up a mental health resources section in staff share. Mental health ambassadors to be appointed – 1 staff, 1 TA to lead on this. CPD to support staff INSET days.	Y	3x2=6	

Ref	Area for concern	Risk rating prior to action (severity x likelihood)	Control measures	In place? (Yes/No)	Additional school measures / comments	In place? (Yes/No)	Residual risk rating (severity x likelihood)
4.2	Members of staff's mental health has been adversely affected during the period of closure	4x3=12	<ul style="list-style-type: none"> <li>Explicitly and formally acknowledge that this may have happened.</li> <li>Open channels of communication between staff and senior leaders so that staff know how they may communicate needs and are encouraged to do so.</li> <li>Review access to professional services and signpost these where available.</li> <li>Collaborate with Trust Central Team to know what is available within Local Authorities and work with Trust leads to establish good practice.</li> <li>Staff have been reminded and provided with information in relation to the trust-wide EAP.</li> </ul>	Y	Use of mental health champions to support. Offer of school counsellor support. Well-being section on PM review. Staff have been reminded and provided with information in relation to the trust-wide EAP. DEMAT wellbeing materials circulated to both staff and parents.	Y	3x3=9
4.3	Staff have not received updated safeguarding training for the new year	3x3=9	<ul style="list-style-type: none"> <li>All staff to receive basic safeguarding updates at the September INSET</li> <li>KCSIE 2020 to be distributed to all staff; All staff have signed to say they have read, understood and will abide by Part One and Annex A</li> <li>Safeguarding policies to be updated in line with updated KCSIE 2020 &amp; COVID-19 Appendix updated with any temporary amendments to the annual policy</li> </ul>	Y	Organised for 3.9.20(The Key resources) as well as distance learning module if required. Signed copies from all staff will be placed on file.	Y	3x1=3