

COVID19: Wider opening Risk Assessment and Action Plan

SCHOOL NAME: The Laurels Primary School OWNER: Charlotte Bull

DATE: 22.05.2020 Purpose of this document:

This COVID19 Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school and ensure the school continues to operate in a safe way.

Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:

- Health and Safety Policy
- First Aid Policy
- Child Protection Policy
- Behaviour Policy
- <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>
- <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
- <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>
- <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>
- <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>
- <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>
- 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'

Steps of Re-opening Preparation:



The Laurels
PRIMARY SCHOOL

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Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
Preparing Buildings and Facilities	<p>Premises and utilities have been health and safety checked and the building is compliant.</p> <ul style="list-style-type: none"> • Water hygiene • Fire alarm testing • Essential maintenance • Grounds maintenance • PAT testing • Boiler/ heating servicing • Food safety • Any other statutory inspections 	<p>Absence within the site team.</p> <p>Some of the school site has not been in normal use for a prolonged period.</p> <p>Food safety controls.</p>	M	<p>Four people within the team capable of all tasks.</p> <p>All tests/checks have been ongoing with no impact from COVID restrictions.</p> <p>Carry out a formal / recorded full pre-opening premises inspection.</p> <p>Confirm with the catering provider that all food stored on site has been checked to ensure it is in date and no breaches of food safety regulations have occurred.</p>	L
	Office spaces re-designed to allow office-based staff to work safely.	Office does not allow for adequate space between staff members.	M	<p>Office staff desks repositioned with seated positions two metres apart.</p> <p>Staff access restricted in office areas.</p>	L
	Entry and exit routes to the school are in place, any physical changes and/or signage required to allow social distancing are in place.	<p>Bottlenecks likely at entrance to school. Social distancing unlikely to be maintained.</p> <p>Narrow corridors would make social distancing difficult</p> <p>Single access point funnels people in to a narrow area</p>	H	<p>2-metre markers are present on the pavement outside the school, on entry points and throughout the building on floors.</p> <p>Children will enter/leave via external classroom doors, internal transition will be minimal with a “keep left” system in place. Any pupil movement internally will be supervised. Pin back all doors.</p> <p>Staggered start and end times for each bubble group</p>	M

	Consideration given to external providers using site and approach in place.	Cleaning and maintaining bubbles is not possible for before/after school clubs or activities	M	No after school clubs or external providers until the end of the academic year.	L
	Consideration given to the arrangements for any deliveries or waste collection.	Heavy/Bulky deliveries Vehicles arrive at the same time as the children	M	Delivery driver not to enter the school building. Pre-planned with the office team to support.	L
	Toilets re-purposed and allocated to each bubble group.	Children from bubbles mix in toilets or queues for toilets/handwashing	H	One child to use the toilet at a time to prevent queues forming. Staff member to check no one else is using corridor when child leaves. Sign on the toilet door to indicate which bubble it is allocated to. One toilet to remain locked to limit number of children in the toilet area. Urinals to be sealed off. Toilets cleaned frequently	L
	Approach for use of staffroom	A group of staff arrive at staff room at the same time affecting ability to social distance and increasing risk of transmission.	H	Stagger use of staffroom at playtimes and lunchtimes (to include collecting resources, using photocopier). Wash hands before and after using the photocopier and dishwasher. Sanitiser station to be used on entry/exit. Cleaner to clean high touch points daily.	M

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<p>Emergency Evacuations</p>	<p>Evacuation routes are confirmed, and signage accurately reflects these. NB In the event of emergency the priority is getting out of the building calmly regardless of social distancing.</p> <p>Consideration given to PEEPs both staff and student</p> <p>Fire procedures have been reviewed and revised where required due to:</p> <ul style="list-style-type: none"> ● Reduced numbers of staff/pupils ● Possible absence of fire marshals or Fire Warden ● Social distancing rules during evacuation at at muster points ● Possible need for re location or additional muster points to enable social distancing <p>Cover arrangements in the case of reduced numbers of staff to be circulated to staff.</p>	<p>Current evacuation routes would cause multiple groups of people to come into contact. More appropriate alternatives are not possible.</p> <p>Students with PEEPs may be in different areas of the school to normal and buddies may not be available.</p> <p>Current assembly points are not linked to bubbles and would create large groups of students and staff.</p> <p>Staff and students unfamiliar with new evacuation routines.</p>	<p>M</p>	<p>Bubble groups are spread across different areas of the playground indicated by signs on the green fence.</p> <p>No students currently on roll have a PEEP. Any new PEEPs will be written to reflect the requirements set out within this document.</p> <p>New registers in place to be printed daily incase of evacuation.</p> <p>Visitors will be signed in by office as all prior arranged - Sheet to be taken out in case of evacuation.</p> <p>Staff to be briefed as to where to stand outside - Spray paint signs on floor to mark.</p> <p>Fire drill to be held in the first week.</p>	<p>L</p>

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Cleaning and waste disposal	Enhanced cleaning regime is in place in line with <u>COVID19: Cleaning in non healthcare settings guidance.</u>	<p>Absence within the cleaning team.</p> <p>Minimal in day cleaning capacity.</p> <p>Materials and chemical availability.</p>	H	<p>Churchills have confirmed adherence to "Cleaning in non healthcare settings guidance".</p> <p>Increased coverage in day, two cleaners covering core hours.</p> <p>Churchills have confirmed they have a strong supply chain with contingency products if needed.</p> <p>In day cleaning schedule implemented throughout the site, ensuring that contact points, worksurfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly.</p> <p>Hand towels and hand wash are to be checked and replaced as needed by cleaning staff, supplies are held on site if needed in day and can be replenished by any member of staff.</p> <p>Enhanced cleaning regime for toilet facilities particularly door handles, locks and toilet flush.</p> <p>Staff to open ain toilet door with shoulder. Only 1 person to use at a time.</p>	M
	Capacity of cleaning staff is adequate to enable an enhanced cleaning regime.	<p>Staff absence.</p> <p>Different work patterns than normal.</p>	H	<p>Ability to move resource within their organisation.</p> <p>Support from Premises team.</p> <p>Prioritisation of areas as a last resort.</p>	L

	<p>Adequate cleaning supplies and facilities around the school are in place.</p> <p>Arrangements for longer-term continual supplies are also in place.</p>	<p>Clearly defined areas in use to ease replenishment.</p> <p>Defined entry/access routes to ensure the correct product/facility is available.</p> <p>Consistency of supply.</p>	M	<p>Hand sanitiser to be available at the school entrance, staffroom and outside offices and in each bubble.</p> <p>New lidded bins in classrooms for discarding tissues under catch it, bin it, kill it. Cleaners to dispose of safely.</p> <p>Each class will have sanitiser spray and gloves in case pupil sneezes.</p> <p>Disposable tissues available in each classroom to implement the 'catch it, bin it, kill it' approach.</p> <p>Stock check and ordering schedule reviewed and order made.</p> <p>Alternative products will be sourced if necessary.</p>	L
	<p>Sufficient time is available for the enhanced cleaning regime to take place.</p>		M	<p>All staff to leave the site by 5.00pm in order for cleaning to be undertaken.</p>	L
	<p>Waste disposal process in place for potentially contaminated waste.</p>	<p>Persons displaying COVID symptoms.</p> <p>Lidded tissue bins are more effective than current bins.</p>	M	<p>All waste that has been in contact with the individual, including used tissues, and masks if used, should be put in a plastic rubbish bag and tied. The plastic bag should then be placed in a second bin bag and tied. It should be put in a safe place and marked for storage until the test result is available. If negative this will be transferred to normal waste. Should the individual test positive the waste will be stored for 72 hours and then disposed of in the general waste.</p>	L

				<p>Tissue bins will be emptied after school hours unless they become full in the day.</p> <p>If tissue bins require emptying in day they will be removed from the room (if in use) and emptied by a cleaning contractor.</p>	
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Classrooms	<p>The number of staff and children that can use each room at any one time has been determined according to the physical capacity of the school site.</p> <p>NB: up to 8 per group based on classroom size.</p>	<p>Too many children/staff reduce ability to socially distance from others.</p>	H	<p>Premises to remove spare chairs/furniture so they cannot be replaced.</p> <p>Split 48 children between 6 classes.</p>	L
	<p>Classrooms have been re/arranged to allow as much space between individuals as practical.</p>	<p>Staff/children not to rearrange tables or chairs so they are less than 2m apart.</p> <p>Children will not be seated together on the carpet area for teaching activities.</p>	M	<p>Communicate with staff that tables must be 2m apart and children must sit one to a table.</p> <p>Carpet area not to be used for teaching input.</p>	L
	<p>Classroom entry and exit routes have been determined and appropriate signage in place.</p>	<p>Children arrive in the wrong bubble or use the wrong entrance and mix with other bubbles.</p>	M	<p>Display bubble numbers on each external door to indicate who will enter/exit where.</p> <p>Communicate with parents which classes and staff will be based where and the collection arrangements for their child.</p>	L

				<p>Display signage for handwashing, social distancing and keep to the left. Carpet tiles indicate social distancing/keep to left.</p> <p>Brief staff handbook.</p>	
	<p>Appropriate resources are available within all classrooms e.g. IT, age specific resources. NB: sharing of equipment or stationery should be prevented where possible. Shared materials and surfaces should be cleaned and disinfected more frequently [source: protective measures guidance].</p> <p>Resources which are not easily washable or wipeable have been removed.</p> <p>Information posters are displayed in every classroom, at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets.</p>	<p>Resources increase cross-contamination risk by being used by multiple children.</p> <p>Soft toys, cushions, drapes and beanbags in the classroom are not easily washable.</p> <p>No COVID19 information posters currently in place. Limited reminders/awareness for children.</p>	H	<p>Staff to create a personal tray for each child to store their individual resources providing handwriting pen, pencil, ruler, whiteboard pen, whiteboard, paper and their books.</p> <p>Disinfectant in classrooms for staff to clean any shared resources including learnpads.</p> <p>Remove soft furnishings including pods and soft seats from all corridors, classrooms and learning areas.</p> <p>Print and laminate <u>e-Bug</u> posters and display in classrooms, toilets, entrance:</p> <ul style="list-style-type: none"> ● <u>Horrid hands</u> ● <u>Super sneezes</u> ● <u>Hand hygiene</u> ● <u>Respiratory hygiene</u> ● <u>Microbe mania</u> <p>Paint social distancing lines outside entrances</p>	L
	<p>Limit exchange of resources from home to school</p>	<p>Risk of virus spreading from home to school on reading books, lunchboxes, coats.</p>	M	<p>Purchase boxes for children to return reading books. Books not to be touched until the following week. Limit reading books to 1 each week. Encourage use of online reading books.</p>	L

				<p>Packed lunches to be kept under the child's own desk. No sanitisation of lunch boxes required.</p> <p>Lockers and cloakrooms not to be used.</p> <p>Coats to be kept on the back of chairs.</p>	
	Ensure children have their own workspace/technology	Risk of transmission from sharing equipment.	M	<p>Store lapsafe of learnpads in each classroom. Assign a learnpad to each child for their continuous use.</p> <p>Sanitise learnpads before charging. Adults to wash hands before touching. Guide to sanitising to be shared in the staff handbook.</p>	L
	Sanitise high frequency contact points.	Risk of transmission.	H	Regular cleaning of taps in classrooms.	L
	Approach to first aid	Children from multiple bubbles seeing medical officer or first aiders from other bubbles.	H	<p>Medical officer to provide each bubble with their own first aid box and list of medical needs (incl Healthcare Plan) for each child in bubble.</p> <p>Each bubble will have a first aid trained member of staff who will treat incidents at playtime. If first aider is off, medical officer will stand in for that week.</p> <p>All incidents to be recorded on CPOMS.</p> <p>Any serious/head injuries, call medical officer/999 and tell SLT.</p> <p>Parents to be advised to bring in inhalers/spacers on first day back at school.</p>	L

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Staffing	<p>Staffing numbers required for the entire eligible cohort have been determined including support staff</p> <p>Including at least one of the following:</p> <ul style="list-style-type: none"> ● Paediatric First aider (where children under 5yrs) ● Designated Safeguarding Lead (DSL) ● SENCO ● Site member ● Office staff member 	<p>Availability of staff does not enable staff with specific expertise to be on site daily affecting safe working of school.</p>	H	<p>Ice packs will be taken out to playground in cool bags to reduce likelihood of staff/children mixing from different bubbles.</p> <p>Staff questionnaire to identify which health groups staff are in (including pregnant women). This information will be analysed to ascertain who can return to work safely and who can continue to work from home. MW to check responses received from all staff on 1.6.20 and follow up any overdue. Encourage staff to talk to their GP to gain advice about a safe return to work.</p> <p>Currently, all staff are available to work on-site from 1st June except one teacher and one TA.</p> <p>Clinically extremely vulnerable to work from home.</p> <p>Vulnerable groups can work in school following social distancing but if appropriate can continue to work at home.</p> <p>Continue to review the staffing to ensure that we have sufficient to cover the rotas and have spare staff if others are ill whilst maintaining social distancing in the school.</p> <p>Rota includes 9 paediatric first aiders, 3 DSLs, 1 SENCO, premises team and 3 office staff members.</p>	M

	<p>Approach to staff absence reporting and recording in place. All staff aware.</p>	<p>A number of cases of Covid could reduce staffing as staff who have been in contact will need to self isolate. Another risk could be staff being contacted and told to self isolate under the track and trace system.</p>		<p>Re-communicate with staff what to do if they are unwell or will be absent for any reason. Include information in the staff handbook.</p> <p>Staff to contact CB as soon as they symptoms so testing can be arranged. Protocols for tests in staff handbook.</p>	
	<p>Arrangements for staff who are working from home are in place (including those shielded, clinically vulnerable and/or living with someone in these groups).</p> <p>Communication arrangements are in place with those staff and their role in continuing to support the working of the school is clear.</p>	<p>Keeping up to date information on staffing and responding to changing situations.</p> <p>Staff that are vulnerable will need to be supported with strict social distancing and other staff will need to be reminded.</p>	H	<p>Staff working from home will support Google Classrooms using Oak National Academy and Dimensions resources</p> <p>Staff working remotely will attend staff meetings/briefing online and will be emailed a copy of the staff handbook.</p> <p>Staff that are vulnerable and wish to be in school will have to strictly adhere to social distancing rules and will need support in places to work safely in school.</p>	L
	<p>Plans to respond to increased sickness levels are in place.</p>	<p>Ad hoc cover results in adults mixing with more than one bubble group.</p>	H	<p>Bubbles will have two members of staff so one can cover the other.</p> <p>One floating member of staff to be contingency if both adults are unwell/absent unless they are ill with COVID19, in which case the whole bubble will remain at home.</p> <p>Testing will be arranged for staff/anyone in their household with symptoms of coronavirus. Bubbles will need to self-isolate until the test result is available.</p>	M

	Consideration given to staff clothing expectations and information shared with staff to ensure clothes worn are easily washable (e.g. no ties).	Clear guidelines so that clothing is relaxed, professional and appropriate for small children	H	Dress code will be relaxed but professional. Primarily, this is to support hygiene reasons. Share details with staff in staff handbook No extreme hair styles or colours	L
	Approaches for meetings and staff training in place.	Meetings result in congregation of staff group which increases risk of transmission	H	Meetings will be online or, if in a small group, socially distanced in the hall. CPD will be accessed online and certificates emailed for professional record update. Premises to set up chairs in hall 2m apart	L
	Consideration given to staffing roles and responsibilities with regards to the continued remote provision alongside in-school provision.	Workload due to teaching children at home and school simultaneously affects staff wellbeing. Home learning offers different opportunities to school provision.	H	Use Oak National Academy and Learning by Questions to ascertain gaps of knowledge and enable children to successfully remember what they have already been taught through quizzing. Key Stage leaders/staff working remotely to monitor response in Google Classrooms.	L
	Consideration given to the options for redeployment of staff to support the effective working of the school. If redeployment is taking place staff are aware of controls and processes in respect of tasks they are unfamiliar with.	TAs are required to lead some groups as not enough teachers on site to cover numbers.	L	TAs to work under guidance of teachers/Key Stage Leaders.	L

	<p>Approach to support wellbeing, mental health and resilience in place, including bereavement support</p> <p>How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.</p>	<p>Staff wellbeing and mental health may be affected; some have worked without a break, some are worried about their own families, some have been teaching online whilst home-schooling their own children, some are concerned about delivering learning at home and school simultaneously</p>	H	<p>Bereavement Policy signposts staff to support services.</p> <p>Headspace app shared with staff to relieve stress, promote sleep and resilience</p> <p>Promote 'belonging, help seeking and learning' to promote staff resilience (British Society of Psychologists)</p> <p>Direct staff to Education Support helpline in staff handbook</p>	M
	<p>Arrangements for accessing testing, if and when necessary, are in place. Staff are clear on returning to work guidance.</p>	<p>Staff do not report symptoms within first 3 days</p>	H	<p>If anyone has symptoms or reports absence with symptoms, they will be advised that CB that they will be referred for testing. Staff are responsible for reporting result to CB.</p> <p>Guidance will be shared in staff handbook</p>	L
	<p>The approach for inducting new starters has been reviewed and updated in line with current situation.</p>	<p>New members of staff do not understand protocols, processes and policies</p>	H	<p>Staff will be given a copy of new staff handbook and key policies as part of induction process.</p> <p>Staff will also have access to all policies on internal DMAT HR drive</p> <p>Line manager will provide staff with resources before the end of summer term. e.g. curriculum planning and class information for a new teacher</p>	L
	<p>Return to school procedures are clear for all staff.</p>	<p>Staff and therefore their bubble remain off work longer than necessary.</p>	M	<p>Staff briefing session to discuss risk assessment and collect views.</p> <p>Staff will be given a handbook explaining return to school procedures.</p>	L

	Any HR processes that were in-train prior to or put on hold due to the COVID19 emergency, have been appropriately resolved.	Staff unclear about HR processes which may affect wellbeing.	M	Letters will be sent to staff to confirm where necessary.	L
	Arrangements in place for any visitors/ contractors on site, protocols and expectations shared.	Contractors/visitors to the site transmit the virus.	M	All visitors including parents to site must be booked in advance. Check with the contractor any requirements their employer has specified before visit. Share school protocols in staff handbook. Visitors, like staff, must use sanitiser station on entry.	L
	Arrangements in place for any externally employed adults delivering learning in school. Protocols and expectations shared.	Virus transmitted by teachers teaching multiple groups, not enabling stringent social distancing, children sharing resources and equipment.	L	No after school clubs. Therapists can only work with children from the same bubble.	L
	Arrangements in place for any staff working in two places of employment	Increased risk caused by increased contact with other people.	M	Staff to ensure social distancing achieved in other employment	L
	Proactive approaches for BAME staff covering physical and mental health (Advice and risk assessment template from BAME Ed Network)	Not clear why danger of contracting COVID19 are higher for BAME colleagues. Measures need to be sustainable in the long term.	H	Personalised risk mitigation plans in collaboration with line manager to reduce risk. Social distancing in all work areas including staff rooms and handwashing. Encourage staff to have vitamin D levels tested/take vitamin D supplements.	M

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Group Sizes	Class groups have been determined on the basis of small, consistent groups of children, that can remain separate from other people and groups.	Risk of transmission between children caused by too many children and staff mixing in one space.	H	Place children from the same household in the same bubble. Keep children in the same bubble until social distancing guidance changes. Stagger playtimes and breaktimes so bubbles do not mix and staff do not mix in staffroom. Maximum 3 members of staff in staffroom. Allocate each bubble its own adults, classroom and toilet.	L
	Vulnerable and critical worker group sizes determined. NB: with peers where possible.	Risk of increasing numbers increases risk of transmission between children caused by too many children and staff mixing in one space.	H	Determine group size by room capacity.	L
	Staffing allocations to groups determined, including consistency and any solutions to insufficient staffing numbers.	Staff members teaching in more than one bubble increases risk of transmission. Siblings in separate bubbles increase risk of transmission and probability of multiple bubbles not being able to attend school if one person tests positive.	H	Two members of staff will be allocated to each bubble of children. Both staff members will be able to cover each other for break times, lunchtimes and statutory planning time. As stated in guidance, job shares can work in the same bubble.	M

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Social Distancing	<p>Staggered school drop off/pick up times and locations</p> <p>Staggered or limited amounts of moving around the school/ corridors</p> <ul style="list-style-type: none"> ● Children to remain in bubble at all times ● Large gatherings avoided (assembly etc) ● Minor First aid to be triaged and administered in the bubble. Urgent First Aid to be administered by HA <p>Classroom design</p> <ul style="list-style-type: none"> ● Agreed number of pupils who can attend the premises at any time to comply with social distancing requirements. ● Classrooms re-modelled with chairs and desks in place to allow for social distancing ● Spare chairs removed so they cannot be used. ● Clear signage displayed in classrooms promoting social distancing. <p>Break and lunch times are staggered. Plans for social distancing during these times in place.</p>	<p>Parents arrive early for drop off/pick up.</p> <p>Different adults arrive to drop/collect. School must be notified in advance if this will be someone without parental responsibility.</p> <p>Siblings not remaining with adult.</p> <p>Any serious first aid would require different adults to cross bubbles.</p> <p>Young children don't remember to social distance themselves from others.</p> <p>Current seating arrangements don't promote social distancing.</p> <p>Walking to and from playtime to go outside by passing other bubbles.</p>	H	<p>Communicate arrival and collection times with parents for each bubble. Explain if they arrive early, they will need to social distance outside the school gates on the 2m markings. Only one adult to drop/collect. Home school agreement for parents to sign to say they understand expectations Siblings to be put into the same bubbles.</p> <p>Children will only need to walk corridors when going to the toilet. Adults to teach children to follow signage and walk to the left.</p> <p>Medical officer to order First Aid Boxes and first aid information for each bubble. Only head bumps to the Medical Officer who will wear PPE. Where possible, ask children to use wipes and apply plasters themselves. Ensure medical records are completed and wash hands afterwards.</p> <p>Assemblies cancelled. Use Oak National Academy Online assemblies.</p> <p>Tables and chairs have been remodelled to enable 2m space per child. Classrooms have been measured and can accommodate 8 children with social distancing.</p> <p>Spare chairs to be removed.</p> <p>Social distancing signs to promote social distancing in the classroom. However, social</p>	M

	<ul style="list-style-type: none"> ● Breaktime and lunchtime are structured to support social distancing and are closely supervised by a member of staff from that bubble. ● All snacks and lunch to be eaten on the allocated desk. ● Staff to use staffroom at allocated times only <p>Toilet arrangements</p>	<p>Dinner staff entering all bubbles to deliver food to classrooms.</p> <p>Staff members overlap in toilets/staffroom</p> <p>Using the incorrect toilet.</p>		<p>distancing can not be guaranteed and this will be shared with parents for them to make their own risk assessments. Parents can prepare children using bubble social story.</p> <p>Playtimes will be staggered and timetabled. Snacks to be eaten at their own desk</p> <p>Additional bubbles will need to be opened for key workers and vulnerable pupils as a priority</p> <p>Chartwells to deliver lunches to bubble doors. Allocate times to specific bubbles to go outside.</p> <p>Wash hands before and after using photocopier. No queuing.</p> <p>Staff to wait in the cubicle until the other person has left the sink area.</p> <p>Signage to say one person in the toilet at a time.</p> <p>Staff to only allow one person to go to the toilet at a time. Clear guidance for pupils and signage allocating each toilet to a bubble.</p> <p>Senior staff to supervise beginning and ends of days.</p>	
	<p>Information shared with parents regarding pupils travelling to school, encouraging walking and avoiding public transport as much as possible.</p>	<p>Parents may not see information.</p>	<p>H</p>	<p>Home school agreement to be shared with parents</p>	<p>L</p>

	Approach to avoiding children and young people entering school congregating and breaching social distancing is in place.	Shared arrival time results in groups of people congregating.	H	On arrival, students move straight to "Bubble Room". Staff direct the child to wash their hands and sit at their allocated table and wait for the rest of class to arrive/class to begin.	L
	Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches.	Increasing chance of transmission between children, parents and staff.	H	Communicate to parents in advance that repeat breaches will result in the child not being allowed to return to school yet or to have reduced time in school. (Will be considered on a case by case basis).	L
	Approach to assemblies – if still occurring, plan in place to manage social distancing.	Not enough space to ensure social distancing. Congregation of groups in one space.	L	No assemblies.	L
	Arrangements in place for the use of the playground, including equipment. NB: outdoor equipment should not be used unless it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously.	Increasing risk of transmission due to sharing of equipment.	M	Trim trail and outdoor equipment will be out of use including the wooden house in the Forest School Area. Each bubble will use the playground as timetabled to enable social distancing. Teach children non contact games.	L
	Configuration of medical room may compromise social distancing measures.	Room does not have ventilation.	H	Medical room only to be used if a child has suspected symptoms of COVID. Keep the door open. Member of staff to take the child to the medical room and put on PPE. Move the seat to the corner of the room to enable social distancing.	M

				<p>Walkie talkies will be located in the medical room to contact the main reception and ask them to request the parent/carer collect.</p> <p>Hold walkie talkie away from mouth and sanitise after.</p> <p>Advise parents how to get a test and to let the school know the result. Bubble to self isolate in meantime.</p> <p>If two children become unwell, the hall should be used for the second child.</p>	
	<p>Arrangements in place to ensure groups do not gather in main office.</p>	<p>Visitors/parents/carers congregate in the main office area.</p> <p>Parents/carers may not have seen Parentmail.</p>	H	<p>Inform parents that they can only come on site with prior appointment.</p> <p>Sign on the front door as a reminder of no visitors without prior appointments.</p> <p>Parents to make contact with the office by email or telephone if they wish to speak to a member of staff. Online meetings can be arranged at a mutually convenient time.</p>	H
	<p>Intimate care approaches are safe.</p>	<p>Close contact reduces ability to maintain social distancing.</p> <p>Staff enter other bubbles to collect spare clothing.</p>	H	<p>When staff are carrying out any intimate care they must:</p> <p>Wear Gloves Wear an apron Wear a mask. Nappies, wipes etc. must be double bagged and placed into a bin (preferably a closed bin).</p> <p>Soiled clothes to be double bagged and given to parent/carers on collection of child. Staff must wash their hands once gloves and masks are removed A poster to be displayed of</p>	M

				instructions which must be followed. Record all intimate care carried out. Spare clothes to be kept in medical room.	
	Maintaining a safe distance whilst comforting an upset child.	It is intuitive to comfort young children when they are upset.	H	Encourage child to use a tissue to wipe eyes/nose etc. Wash hands after contact.	M
	Approach to teachers' statutory planning time (PPA).	Current PPA room is too small to support social distancing measures.	H	Staff will use the computer suite. When finished with the computer, staff should clean the workstation as detailed in the staff handbook. If there is more than one person in the computer suite, staff should ensure they maintain social distancing..	L
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
Catering	Arrangements in place to provide food to children on site, including the requirement of universal free school meals.	School kitchen has been closed. All catering staff shielding, unable to return to work onsite from 1 st June.	M	Liaise with the catering team re availability to work. Re-open kitchen to provide hot meals for children. (Unable to provide cold packed lunches). Liaise with Trust schools regarding meals. Redeployment of other Chartwells staff.	L
	Arrangements for the continued provision of FSMs for children not attending school are in place.	Edenred system is overloaded and the spreadsheet can not be uploaded to the system.	H	School office to order free school meal vouchers for children eligible for benefits-tested FSM two weeks at a time. Children in school will receive a meal instead.	L

	Arrangements for when and where each group will take lunch (and snack time if necessary) are in place so that children do not mix with children from other groups.	Too many children on the playground increases risk of transmission.	M	Children will eat lunches in classrooms. Playtimes will be staggered on the playground. Staff will take bubble to the playground as timetabled and supervise social distancing.	L
	Arrangements for food deliveries in place.	Delivery driver increases risk by travelling to multiple schools.	M	Delivery driver not to enter the school building. Driver will buzz the external gate and take straight to the plant room.	L
	Arrangements for those eating packed lunch.	Lunch boxes and water bottles increase risk of transmission of virus.	M	Packed lunch boxes and water bottles to be kept under the child's own desk. YR to have its own named tray/basket in the sink area. Parents advised to use cool bags/ice packs.	L
	Arrangements for Magic Breakfast	Plates, knives increase transmission of virus when shared out/collected for washing up. Increased walking around classroom/school to collect ingredients Handing out bagels reduces ability to social distance.	H	Magic Breakfast to be postponed. Children can take home a bag of bagels from the box if there is enough in supply.	L
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
PPE	PPE requirements understood and appropriate supplies in place.	Consistency of supply.	H	Supplies are in place to ensure PPE is available for any member of staff dealing with a child displaying COVID symptoms.	M

	Long term approach to obtaining adequate PPE supplies in place.	Staff expectation regarding use/supply of PPE. Incorrect use.		Levels will be maintained with a reasonable surplus to availability. Clear direction regarding reasons for use in the staff handbook. Display PPE guidance in the medical area.	
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
Response to suspected/ confirmed case of COVID19 in school	<p>Share guidance with parents on symptoms that mean the family needs to isolate or be tested and students will not attend - weekly update</p> <p>Check with parents if any students fall in the extremely vulnerable or vulnerable categories by google form</p> <p>If anyone becomes unwell with a new, continuous cough or a high temperature they must be taken to the medical room. Staff member use walkie talkie to contact the office to ask them to call a parent to collect the child. Advised to call 111 to book test and self-isolate for 7 days. Household members should also self-isolate for 14 days. While a child is awaiting collection, they should remain in the medical room. Office will ask cleaners to clean and disinfect medical room</p>	Staff need to be clear on this guidance so they follow and minimise risk to the wider community.	H	<p>Laminated instructions on procedures in all classrooms.</p> <p>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend school.</p> <p>Clean hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.</p> <p>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <p>Clean frequently touched surfaces.</p> <p>Minimise contact and mixing by social distance in the classroom, staggered arrival and leaving times, staggered break times and a maximum of 8 in a room.</p> <p>Clinically extremely vulnerable will not attend.</p>	M

	<p>using standard cleaning products before being used by anyone else. PPE should be worn by staff caring for the child in the medical room. In an emergency, call 999 if they are seriously ill or injured or their life is at risk.</p> <p>If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.</p> <p>Where the child or staff member tests negative, they can return to school. When the child or staff member tests positive, the rest of their bubble including staff will be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child or staff member they live with in that group subsequently develops symptoms.</p>			<p>PPE will be worn by staff caring for students in the medical room.</p> <p>All staff and children will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario. CB will apply for the test for staff if none available and families will apply for students).</p> <p>As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise us on the most appropriate action to take.</p> <p>If two children become unwell at the same time and the medical room is in use, the second child should be taken to the hall. Adult to collect PPE from the medical room next door.</p> <p>Send risk assessments to parents/carers of children who they identify as critically vulnerable so they can risk assess if they want to send their child in to school from 11.06.20</p>	
	<p>Approach to confirmed COVID19 cases in place: outside of school hours</p>	<p>School is unaware of confirmed case and continues to open</p>	<p>M</p>	<p>Advise staff to contact the headteacher by telephone once the result is known.</p>	<p>L</p>

	<ul style="list-style-type: none"> ● Approach to relocating children away from certain parts of the school to clean, if possible ● Cleaning procedure in place ● Arrangements for informing parent community in place 	classroom and resources as usual increasing risk of transmission of virus		<p>Advise parents to email school office with test results if received outside of school hours</p> <p>Contact the rest of the bubble by telephone and advise to self isolate for 7 days if test results are positive.</p> <p>Deep clean classroom.</p>	
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
Re-establishing routines and relationships	List of all critical worker parents up to date, including those who haven't yet taken up the offer of provision.	<p>The list changes and more people become eligible.</p> <p>Not all parents have replied to Google Form questionnaire seeking key worker status</p>	H	<p>Correspond with parents to assess uptake in key worker groups sharing a deadline for return of information.</p> <p>Communicate that places will have to go to the waiting list in order that plans can be made.</p>	M
	Approach and expectations around school uniform determined and communicated with parents.	<p>Children may have grown out of school uniform.</p> <p>We have limited control over hygiene outside of school.</p>	H	<p>Children to wear clothes which can be washed daily.</p> <p>No PE kits required so PE bags should not be brought into school to reduce cross contamination.</p> <p>Core principles of uniform policy to be adhered to to ensure safety, comfort and prevent distraction so safe clothes and shoes, natural hair colour, tied back if long and no jewellery. No coloured hair, cropped tops etc.</p> <p>Information communicated by parent mail for attending children.</p>	L

	<p>Changes to the school day/timetables shared with parents.</p>	<p>Parents will not have adequately prepared children and they will struggle to cope in the changed environment.</p> <p>Behaviour issues will increase and children will express concern and anxiety.</p> <p>Emotionally based school refusal may increase.</p>	H	<p>Leaflet created to share information about what to expect on return to school.</p> <p>Social stories about 'being in a bubble' available for parents to share with children from school website.</p> <p>The fine detail of individual children's school days communicated with parents to include: pick up/drop off times/locations staff members working in the bubble health and safety protocols in the bubbles details of the activities planned for the school day.</p>	L
	<p>All students are instructed to bring a water bottle each day.</p> <p>(No water foundations)</p>	<p>Children forget or parents say they are unable to obtain water bottles</p>	H	<p>School branded water bottles are available in school and will be washed ready to give to children.</p> <p>Parents can pay after school.</p> <p>Water bottles to be kept by children's chairs and not touched by peers or teachers.</p>	L
	<p>Approach to preparing pupils for a return to academic work and new social situations is developed and shared by all teaching staff.</p> <p>This includes bringing together pupils who have remained in school during closure and those at home and celebrating non-academic achievements of pupils whilst at home/ during school closure.</p>	<p>Children will feel anxious about their differing experiences in lockdown.</p>	H	<p>"Let's Begin Again!" PSHCE curriculum for post-COVID19 learning.</p> <p>Leaflet created and saved on shared drive to support parents with preparing children for return to school.</p> <p>Resources saved in a newly created shared staff drive called CORONAVIRUS BACK TO SCHOOL.</p> <p>Achievements of children who have been in provision and at home celebrated.</p>	L

	<p>Approach to supporting wellbeing, mental health and resilience, including bereavement support is in place.</p>	<p>Children’s needs will not be supported and children will become anxious in school.</p> <p>Emotionally based school refusal will become an issue.</p> <p>Children may have separation anxiety.</p> <p>Children may be grieving</p>	H	<p>ELSA resources saved in staff shared in a newly created file called CORONAVIRUS BACK TO SCHOOL.</p> <p>3D PSHE curriculum ‘Let’s Begin Again ‘ resources available through Dimensions.</p> <p>Staff to have completed ACEs training prior to returning.</p> <p>Staff briefing to include support for staff’s mental health as well as how to use PACE to support children.</p>	M
	<p>Re-orientation support for school leavers is developed.</p>	<p>Children will not have a positive transition and will not feel supported to transition to high school.</p>	H	<p>High schools have plans for virtual transition.</p> <p>Year 6 teacher has met with Year 7 leader at DHS to handover information.</p> <p>SENDCo has shared information about SEN with DHS.</p> <p>SEN files are ready for transfer.</p> <p>Year 6 teacher has transition action plan for year 6.</p> <p>Consideration given to socially distanced leavers’ picnic on the field/virtual leavers’ assembly/virtual autograph books.</p>	M
	<p>Consideration of the impact of COVID19 on families and whether any additional support may be required:</p>	<p>Social distancing means that IPEH services are currently being offered over the phone which will not suit some families.</p>	H	<p>SLT to be on the gate each morning to be available to parents.</p>	L

	<ul style="list-style-type: none"> Financial Increased FSM eligibility Referrals to social care and other support PPG/ vulnerable groups 	<p>There are fewer opportunities for confidential conversations with parents so they may struggle to share information and seek help.</p> <p>Families will not get the support they need when they are in crisis.</p>		<p>Information about support services to continue to be shared on the website and school social media.</p> <p>DSLs to initiate conversations with vulnerable families.</p> <p>HP conducted Termly Conversation 29.05.20 to review information about vulnerable families and highlight concerns.</p> <p>Parent mail to be sent to explore whether any parents are eligible for FSM now due to change in circumstances.</p>	
	Parents are offered chance to purchase hot school dinners daily instead of packed lunches	Contamination from lunch boxes and packages being brought in to school.	H	<p>Share Chartwells leaflet with parents in case they wish to buy hot school dinners and remind them that staff can't open packets etc for children.</p> <p>Children manage all their own opening of packets etc.</p>	
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
Partial opening	Net capacity	Available capacity of the school is reduced when social distancing guidelines are applied.	H	<p>Rooms can accommodate 8 children maximum in Year 1 - 6 and 10 in Year R.</p> <p>Premises team to reorganise classrooms and remove furniture where necessary.</p>	M
	All children have access to distance learning offer.	Families without internet access/hardware.	H	Any children not engaging in Google Classroom to be offered learning guides available from school office.	M

	<p>Blended approach between physical and remote learning developed</p> <ul style="list-style-type: none"> Class teachers will continue to develop home learning for the children who are not in school. 	<p>Children not seen online and unable to be contacted in other ways.</p>		<p>Laptops allocated to individuals following government guidance.</p> <p>Teachers to continue to make phone calls to children and record on CPOMS</p>	
	<p>Intelligence around key worker parents – numbers intending to take up provision is known.</p> <ul style="list-style-type: none"> Google Form shared with parents to gain information about key workers requiring childcare. 	<p>Increased numbers of key worker children – means fewer children in eligible year groups can return.</p> <p>Critical worker list can change and more groups be added which would cause us to have to change our numbers.</p>	H	<p>Cut off date issued to ensure that bubbles can be updated and staffed and new bubbles created if needed.</p>	M
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
Transition into new year group	<p>Online/ website support for families and young people around transition.</p>	<p>Parents may not be able to access online information and will be disadvantaged.</p> <p>Families will not have the key information needed to start the school year.</p>	M	<p>Video tours and presentation by the Reception class teacher to introduce the new starters to the school and to share key information.</p>	L
What will need to be different this year because of COVID19?	<p>Plan for transitions between school years taking into account what needs to be different due to partial opening, remote and face to face:</p> <ul style="list-style-type: none"> EY to Primary Primary to Secondary Vulnerable children 	<p>Transition information gathering may be impacted by nurseries being closed.</p> <p>Children and families will become anxious at not</p>	M	<p>Personalised social stories will be created for vulnerable children and whole class stories for children who are not considered vulnerable. Whole school document created with information about children with SEN to ensure all key documents are shared with new teachers and resources are transferred.</p>	M

	<ul style="list-style-type: none"> • Children with SEND • Physical and sensory needs, including adaptations, equipment etc (lead in times) 	<p>meeting the new teacher face to face.</p> <p>Year 6 may not be back in school before the end of the year and many not be able to visit their new school for transition days.</p>		<p>Information has been shared with secondary schools regarding SEN needs.</p> <p>Secondary schools are making plans for providing transition opportunities.</p> <p>Files are ready for transferring when appropriate.</p> <p>Staff meeting time arranged for current teachers to handover information to new teachers.</p> <p>CTeachers to have a 'leaving party' on google meet with their current classes.</p>	
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
Safeguarding	Individual children's risk assessments are in place and welfare checks are being undertaken.	<p>Risk assessments are in place by school.</p> <p>Social care does not make welfare checks and a child suffers harm.</p>	H	<p>Review risk assessments again when school reopens.</p> <p>Continue to track contacts with external agencies to identify which children need welfare checks. Record updates on CPOMs.</p>	M
	Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.	<p>Social distancing will make it harder for confidential conversations to happen.</p> <p>Staff/children not remembering safeguarding reporting processes.</p>	H	<p>All staff to have completed ACEs training during Lockdown.</p> <p>Staff in each bubble to ensure they have a worry box in place in their classroom.(Wash hands before and after opening). Staff to explain to children how to use it on return.</p>	L

		<p>Children will have spent more time online and some of this may have been unmoderated. Children will have been more at risk of online bullying.</p> <p>Children at risk of being in a household with domestic abuse.</p>		<p>DSLs to have time to plan for and respond to concerns. Keep door open and a chair at a socially distant position for children to use and share concerns. Children to use sanitiser before entering. Sanitiser station to be located outside CB/BC's rooms.</p> <p>"Keeping Safe" room in Google Classroom for children working remotely to report concerns online.</p> <p>Staff refresher training session on processes and procedures and the revised wellbeing material.</p> <p>Staff briefing to share reviewed protocols and communicated in the staff handbook.</p> <p>Create times in the school day for children to talk</p> <p>In briefing, make staff aware of children who have caused concern over the school closure period and levels of anxiety and trauma some will have experienced.</p>	
	Updated Child Protection Policy in place.	Child Protection Policy not fit for purpose through school closure.	M	<p>Amend Temporary COVID19 Child Protection Policy as all DSLs will be in school.</p> <p>In-house referral system to prevent DSLs being approached by staff in multiple bubbles.</p>	L
	Work with other agencies has been undertaken to support vulnerable children and families.	IPEH services are not doing direct work with families and as yet have no dates for reinstating this. Needs	H	<p>Initial RAG rating of families to be revisited.</p> <p>Continued contact with responsible agencies and information sharing in relation to vulnerable families.</p>	M

		might not be met by this service.			
	Consideration given to the safe use of physical contact in context of managing behaviour.	Contact between staff and children transmits the virus.	L	All children with EHCPs have risk assessments in place which have been co-produced with parents and re-written in light of reopening. Children will only return if they can return safely without contact.	L
	Availability of DSLs to keep children safe.	Increase in disclosures overload Designated Safeguarding Leads.	M	Three DSLs will be on site. DSLs are not in bubbles to ensure they are available to support children with concerns.	L
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
Curriculum / learning environment	Current learning plans, revised expectations and required adjustments have been considered.	Teaching of content to children in school and those working remotely unlikely to be impactful without direct teaching.	H	CB to show staff National Oak Academy for planning provision for children working in school and remotely. This can be accessed from any device including mobile phone. https://docs.google.com/spreadsheets/d/e/2PACX-1vTSOfzb6kGKsH1n15hPUB1iNVzQW6ten-zwLIYnoiall_1ds2BZx3XfXdTSzgTszNuS7z5Xn_IeqH4D/pubhtml BC to deliver training on Learning by Questions at home. BC to write to parents to explain changes.	M
	Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place?	In PE and playtime, children share equipment and make contact with each other.	H	Teach children non contact games to play, Guidance and Risk assessment for PE PE Risk assessment Covid-19.docx	L

<p>Each activity should be risk assessed and should not be run unless the risks can be mitigated.</p>				
<p>Approaches to EYFS curriculum.</p>	<p>Children unable to social distance.</p> <p>Children share resources.</p>	<p>H</p>	<p>Children to wash hands frequently including on arrival, before and after playtimes/lunch, before leaving and at the end of sessions. One child at a time.</p> <p>Soft furnishings, fancy dress, soft fabrics moved out of classroom.</p> <p>Disinfect construction and small world toys at the end of the day.</p> <p>Remove furniture and space activities around the classroom to encourage social distancing.</p>	<p>M</p>
<p>Whole school approach to adapting curriculum (S/M/L term), including:</p> <ul style="list-style-type: none"> ● Wellbeing curriculum ● recognising 'non-curriculum' learning that has been done ● capturing pupil achievements/ outcomes 	<p>Some children may feel they have missed out if they did not complete much learning.</p> <p>Restarting formal testing will mitigate any focus on re-building relationships and exacerbate the anxieties about restarting formal schooling.</p>	<p>M</p>	<p>Develop timeline for recovery curriculum.</p> <p>Re-establish routines and expectations. Teachers will plan time to allow the children to 'show and tell' what they have been doing, what they have learned and what their lives have been like over the lockdown. Teachers can then assess them academically as well as socially and emotionally.</p>	<p>L</p>
<p>School behaviour policy reviewed and amended where necessary in line with the current circumstances.</p>	<p>Children not followed behaviour policy for a significant amount of time so need to revisit rules, set bubble rules and operate</p>	<p>H</p>	<p>Behaviour policy has a Covid-19 response to focus on child, adult, parent to be shared with children and parents.</p> <p>Pro-actively teach new rules.</p>	<p>M</p>

		recognition board to reinforce expectations (including social distancing).		Rigorously enforce behaviour expectations every day. Consistently impose sanctions when rules are broken in line with the policy and positively reinforce rules through encouragement and rewards. Recognition boards will be high profile. SLT to monitor behaviour daily.	
	Arrangements for Sex and Relationship Education to be taught.	Children will not have had SRE education before High School.	H	Liaise with Durrington High School (DHS) about feeder schools. Email locality to find out if this has been covered in other schools or not. Feedback to DHS	M
	Children who have fallen behind in their learning during school closures and achievement gaps will have widened.	A huge range in what children have and have not engaged with during school closure resulting in differences in learning. This can be affected by access, parents as 'teacher', parents who are working, educational and language levels.	H	Learning by Questions programme will identify and address gaps in learning. Children with social workers will have laptops to access remote learning. Develop plans for interventions for children who require additional support to catch up. Plan to continue alternative options to those without technology.	M
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
Children with SEND	Approach to provision of the elements of the EHCP including health/therapies.	Children's education and development will be	H	All children with EHCP have a dynamic risk assessment co-produced by SENCo in collaboration with parents and carers. This may	M

		impacted by lack of provision.		<p>mean the child would benefit from a reduced time in school if social distancing cannot be maintained with staff e.g. if the child has 1:1 support.</p> <p>Speech therapist and Play therapists have maintained contact throughout and will continue to.</p> <p>Bespoke resources made to support children with return to school.</p>	
	Annual reviews.	Annual reviews will not take place or will not be robust because of the school closure, the need to social distance and the lack of interaction with the children since lockdown.	H	<p>Annual reviews due to take place this term are booked in and professionals have been contacted for reports.</p> <p>Seek parent and child views using usual processes.</p>	L
	Requests for assessment.	Process may not be as thorough due to the need to social distance. Children may not be assessed as needing an EHCP due to the difficulties with working directly with them.	H	School, parents and child to share views for EHCNA pathway online.	L
	Meeting individual needs in the reduced provision.	Children's needs will not fully be understood by teachers who do not know them well. Children will struggle with new routines and will become emotionally based school refusers.	H	<p>All teachers will have access to one page profiles, ILPs and professional reports for the children in their bubbles.</p> <p>Bespoke resources made to support children with return to school.</p> <p>Reduced timetable discussed with parents of vulnerable children.</p>	M

		Children will feel anxious with the new routine and expectations and mental health will be impacted. the gap will widen between these children and their peers.			
	Meeting needs for children with SEN remaining at home.	The gap between groups will widen. Provision will not adequately meet the needs of children.	H	HLTAs to continue to support groups of children in the Google Classrooms. Professionals involved with the families have maintained contact and provided resources. Google classrooms to be maintained following wider school opening.	M
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
Attendance	Approach to supporting attendance for prioritised year groups determined.	Too many children request to return. Increased number of key workers use childcare facility.	H	Send questionnaire to parents of year R, 1, 6 to determine who would like to attend when school increases provision.	H
	Approach to support for parents where rates of persistent absence were high before closure.	Children not in key year groups returning Parents aware that no penalty for keeping children at home	H	BC to work with families of persistent absentees to ensure they are attending regularly once they can return to school.	M
	Updated attendance register submitted to DFE daily.	Daily changes for key worker provision depending on work	M	Use DFE template to submit. SIMS registration to be re started using codes from guidance Code X - Not required to be in school	M

		commitments/shift patterns.		Code Y - Unable to attend due to exceptional circumstances # - School closed for that child C - PArents choosing not to attend Continue to use booking system for key workers where required. Vulnerable children invited in daily.	
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
Communication	Information shared with staff around the re-opening plan, returning to site, amendments to usual working patterns/practices and groups.	Staff are not clear about revised processes and protocols which increases risk of transmission of COVID19.	H	Hold a meeting with staff to discuss the risk assessment. Give each member of staff a copy of the revised staff handbook.	L
	Increased provision plans shared with governors and trustees.	Governors and trustees are not able to check robustness of plans or advocate position of the school.	M	Governors and trustees support decision making process of the school.	L
	Communications with parents: <ul style="list-style-type: none"> Plan for increased provision Social distancing plan Wellbeing/ pastoral support/ support and acknowledgement to parents of home learning. 	Parents are not clear about reopening protocols and expectations which increases risk of transmission of COVID19.	H	Use website to share messages/resources with all stakeholders. Share revised home school agreement with parents.	L
	Pupil communications around: <ul style="list-style-type: none"> Changes to timetable 	Families arrive to the school site at the same times resulting in congregating groups and	H	Share information with parents to help them support their children with returning to school	L

	<ul style="list-style-type: none"> • Social distancing arrangements • Staggered start times • Expectations when in school and at home • Travelling to and from school safely 	<p>affecting capacity for social distancing.</p> <p>Risk of transmission is increased through use of public transport</p>		<p>Share map of bubble groups with parents, start/end times, changes around school site, expectations regarding public transport</p> <p>Display signage to communicate social distancing</p>	
	On-going regular communication plans determined to ensure parents are kept well-informed.	Parents are not kept informed of wider opening.	M	Weekly letters shared by Parentmail, website updates, social media.	L
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
Governance	Increased provision plan and risk assessments shared with governors and trustees.	Board does not approve the plan.	H	DMAT Board approves risk assessment and plan and date for increased provision.	L
	Meetings and decisions that need to be taken prioritised.	Decisions requiring committee/board approval require a change to normal governance procedures.	L	Key decision making criteria discussed ahead of time to ensure the approach is compliant. Virtual meetings with documented minutes and clear agendas.	L
	Governors are clear on their role in the planning and re-opening of the school, including support to leaders. Approach to communication between Leaders and governors is clear and understood.	Governors do not check risk assessment for robustness. Leaders are not held accountable for decision making. Governors can not advocate decision taken by school.	L	Extraordinary LGB meeting for governors to review robustness of risk assessment. Agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. Governors advocate the school's position.	L

	Certain aspects of governance are on-hold in order to deal with the immediate situation, these are agreed and clear with all governors and there is a plan for when these will be reviewed and potentially reinstated.	Governors do not fulfil functions delegated to them by the Board of Trustees.	M	Agendas to focus on critical business. HT to report school's response to COVID-19. Safeguarding to be reviewed this term.	L
	Governors are aware of changes to national guidance	Governors are not aware of changes in reporting guidance	M	Share revised annual report format with CEO and governing body.	L
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
School events, including trips	The school's annual calendar of events has been reviewed and decisions made on cancelling or going ahead with events in the immediate term, including school trips.	Refunds for residential trip (Year 6) and move year 4 residential trip to next academic year.	M	Insurance claim made for Kingswood trip (final balance not been paid as yet). Advise parents on the current situation in both year 4 and year 6. NO further trips to be booked for this academic year. All remaining events and trips to be cancelled.	M
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
School dog	There is no evidence that dogs can catch and transmit the virus to humans.	Virus may be carried on fur if Zak has contact with an infected person	M	Zak only to enter one bubble. Wash hands after contact with Zak	L
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action

Finance	Additional costs incurred due to COVID19 are understood and clearly documented.	No budgetary allowance for COVID19. School incurs debts due to COVID19 expenses.	M	DMAT to create a separate cost centre for COVID related costs so claims can be submitted to DfE. Finance committee to meet.	L
	Claims submitted for reimbursement for example, increased premises related costs; additional cleaning; support for FSM.	Cost of FSM vouchers will be met by the government.	L	Expenditure must be approved by CB before purchase.	L
	Insurance claims, including visits/trips booked previously.	Loss of money to school and parents/carers caused by cancelling school visits/residentials.	H	Office to submit claim for cancellation of Y6 trip. EVC to communicate with parents regarding cancellation/reimbursement.	H
	Reintroduction or re-contracting services, such as: <ul style="list-style-type: none"> • Cleaning • IT support • Catering 	Cleaning capacity has been reduced during school closure/whilst childcare has been based at The Pavilion. CoolMilk and free snacks for EYFS/KS1 can not be reinstated.	M	Ask Churchills to reinstate a second cleaner from The Pavilion to The Laurels. Liaise with Chartwells to reinstate hot UFSM and FSM. Ask parents to give children a piece of fruit for snack each day	L