

# COVID19: Full opening Risk Assessment and Action Plan



**The Laurels**  
PRIMARY SCHOOL

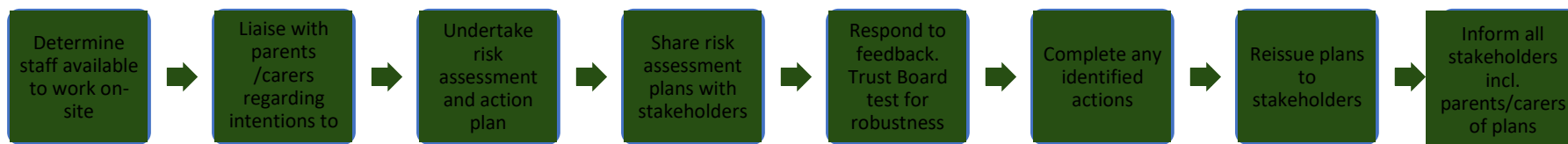
**SCHOOL NAME:** The Laurels Primary School    **OWNER:** Charlotte Bull

**DATE:** 04.07.2020    **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 full 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-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- <https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/>
- <https://www.nhs.uk/conditions/coronavirus-covid-19/>
- <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>
- <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>
- <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>
- <https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk>
- <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
- 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'



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<b>Coronavirus helpline: 0800 046 8687</b>	

Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
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<b>Preparing Buildings and Facilities</b>	<p>Premises and utilities have been health and safety checked and the building is compliant.</p> <ul style="list-style-type: none"> <li>● Water hygiene</li> <li>● Fire alarm testing</li> <li>● Essential maintenance</li> <li>● Grounds maintenance</li> <li>● PAT testing</li> <li>● Boiler/ heating servicing</li> <li>● Food safety</li> <li>● Any other statutory inspections</li> </ul>	<p>Absence within the site team.</p> <p>Some of the school site has not been in normal use over the <b>summer holiday period</b></p> <p>Food safety controls.</p>	M	<p><b>Three</b> people within the team capable of all tasks.</p> <p>All tests/checks have been ongoing with no impact from COVID restrictions.</p> <p><b>Statutory checks will continue over the summer holidays</b></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
	<p>Office spaces re-designed to allow office-based staff to work safely.</p>	<p>Office does not allow for adequate space between staff members.</p>	M	<p>Office staff desks remain positioned with seats two metres apart.</p> <p>Staff access restricted in office areas. <b>Bubble staff not to enter the office area.</b></p>	L
	<p>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>	<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>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 and close at the end of the day.</p> <p><b>Staggered start and end times for each bubble group (EYFS, KS1, LKS2, UKS2)</b></p>	M
	<p>Consideration given to external providers using site and approach in place.</p>	<p>Cleaning and maintaining bubbles is not possible for</p>	M	<p><b>Breakfast club will open in September and run by school staff who can maintain bubbles.</b></p> <p><b>Children to enter through hall door.</b></p>	L

		before/after school clubs or activities		<p>Teachers will not run clubs after school to minimise the number of bubbles they work in.</p> <p>Clubs will only run by providers who can keep children in their bubble groups.</p> <p><i>External providers will provide their own risk assessment for review prior to commencement</i></p>	
	Consideration given to the arrangements for any deliveries or waste collection.	<p>Heavy/Bulky deliveries</p> <p>Vehicles arrive at the same time as the children</p>	M	<p>Delivery driver not to enter the school building.</p> <p>Pre-planned with the office team to support.</p>	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	<p>Stagger use of staffroom at playtimes and lunchtimes (to include collecting resources, using photocopier). <b>Only 5 socially distanced staff at a time.</b></p> <p>Wash hands before and after using the photocopier and dishwasher.</p> <p>Sanitiser station to be used on entry/exit.</p> <p>Cleaner to clean high touch points daily.</p>	M
	Improved ventilation to reduce the risk of COVID19 spreading via air.	<p>COVID19 spreads via air</p> <p><i>As it becomes colder staff may resist opening windows</i></p>	H	<p>Open windows in all classrooms.</p> <p><i>Heating may need to be switched on earlier</i></p>	L
<b>Theme</b>	<b>Control Measures</b>	<b>Risk to Implementation</b>	<b>Risk Level Pre-Action</b>	<b>Action Required / Decision Made</b>	<b>Risk Level Post-Action</b>

<p><b>Emergency Evacuations</b></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"> <li>● <b>Minimising contact between bubbles</b></li> <li>● Possible absence of fire marshals or Fire Warden</li> <li>● Social distancing rules during evacuation at at muster points</li> <li>● Possible need for re location or additional muster points to enable social distancing</li> </ul> <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 will be <b>organised into</b> different areas of the playground indicated by signs on the fences. <b>Staff to be briefed on where to stand. Fire drill to be held w/b 7th September.</b></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>Visitors will be signed in by office as all prior arranged - list to be taken out in case of evacuation.</p>	<p>L</p>
<p><b>Theme</b></p>	<p><b>Control Measures</b></p>	<p><b>Risk to Implementation</b></p>	<p><b>Risk Level Pre-Action</b></p>	<p><b>Action Required / Decision Made</b></p>	<p><b>Risk Level Post-Action</b></p>

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, <i>one</i> cleaner 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 toilet door with shoulder. <i>Only 2 people to use at a time.</i></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>Staff will leave site by 6pm</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.</p> <p>If negative this will be transferred to normal</p>	L



				<p>waste.</p> <p>If the individual tests positive. the waste will be stored for 72 hours and then disposed of in the general waste.</p> <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>	
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
Grouping children	Children will be organised into consistent groups	<p>Too many children/staff increase contacts and risk of transmission</p> <p>Class size groups are not compatible with offering a full curriculum due to logistics of lunchtimes</p>	H	<p>Children to have lunchtimes, breaks and other activities in bubble groups of either one or two consistent classes:</p> <ul style="list-style-type: none"> <li>• EYFS</li> <li>• KS1 (comprising Years 1 and 2)</li> <li>• LKS2 (comprising Years 3 and 4)</li> <li>• UKS2 (comprising Years 5 and 6)</li> </ul>	L
	Classrooms have been re/arranged to allow as much space between individuals as practical.	<p>Tables/chairs cannot be rearranged so children face each other.</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 front facing and far apart as is practical.</p> <p>Carpet area not to be used for teaching input.</p>	L
	Classroom entry and exit routes have been determined and appropriate signage in place.	Children use the wrong entrance on arrival and mix with other bubbles.	M	Communicate with parents which classes and staff will be based where and the collection arrangements for their child.	L

				<p>Display signage for handwashing, social distancing and keep to the left. Carpet tiles indicate social distancing/keep to left.</p> <p>Details in parents and staff handbook.</p>	
	<p>Appropriate resources are available within all classrooms e.g. IT, age specific resources.</p> <p>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>Where equipment is used frequently, staff should provide children with their own e.g. pen and pencil. Staff should not share with children. Children will store their own resources in wipe-clean, clear pencil cases. School will sell cases with all contents needed for learning at a cost of £3 each.</p> <p>Classroom based resources such as books and games can be shared in the bubble. These should be cleaned regularly.</p> <p>Resources shared between classes/bubbles such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles or rotated so they are left unused for a period of 48 hours or 72 hours for plastics.</p> <p>Remove unnecessary soft furnishings including pods and soft seats from all corridors, classrooms and learning areas. Teachers' chairs can remain and only to be used by teacher.</p> <p>Print and laminate e-Bug posters and display in classrooms, toilets, entrance:</p> <ul style="list-style-type: none"> <li>● <u>Horrid hands</u></li> <li>● <u>Super sneezes</u></li> <li>● <u>Hand hygiene</u></li> <li>● <u>Respiratory hygiene</u></li> <li>● <u>Microbe mania</u></li> </ul>	L

				Social distancing lines marked outside entrances.	
Limit exchange of resources from home to school	Risk of virus spreading from home to school on reading books, lunchboxes, coats.	M	<p>Limit essentials to lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed from September.</p> <p>Pupils and teachers can take books and other shared resources home although unnecessary sharing should be avoided.</p>	L	
Ensure children have their own workspace/technology	Risk of transmission from sharing equipment.	M	Sanitise learnpads before charging. Adults to wash hands before and after touching. Guide to sanitising shared in the staff handbook.	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>Each classroom has their own first aid box and list of medical needs (incl Healthcare Plan) for each child in the class.</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. Must be taken to P.E. with child.</p>	L	

Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
				Ice packs will be taken out to playground in cool bags to reduce likelihood of staff/children mixing from different bubbles.	
Staffing	Staffing numbers required for whole school return has been determined including support staff.	Availability of staff affects staff pupil ratios and subsequent return to education.	H	Currently, all shielded staff are expected to pause shielding from 1st August and return to work with precautionary measures from 3rd September.  Headteacher to meet with shielding staff and carry out individual risk assessment.	M
	Approach to staff absence reporting and recording in place. All staff aware.	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.		Re-communicate with staff what to do if they are unwell or will be absent for any reason.  Include information in the staff handbook.  Staff to contact HT as soon as they have and arrange testing.  Protocols for tests in staff handbook.  Test result must be reported with HT.	
	Arrangements for staff who have been working from home are in place (including those shielded, clinically vulnerable and/or living with someone in these groups).	Shielding advice for all adults and children will pause on 1 August 2020	H	Shielding advice for all adults and children will pause on 1 August 2020 and individuals can return to work as long as they maintain social distancing.  Where schools apply full measures in guidance, the risks to all staff are mitigated significantly including those who are extremely clinically vulnerable and clinically vulnerable.  HT to discuss with individual staff members.	L

	Plans to respond to increased sickness levels are in place.	Ad hoc cover results in adults mixing with more than one bubble group.	H	<p>Supply staff can be used. (Give supply staff a copy of our guidance).</p> <p>Request same teacher across the term where possible.</p> <p>Testing will be signposted/arranged for staff/anyone in their household with symptoms of coronavirus.</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	<p>Dress code will be professional but no ties for hygiene reasons.</p> <p>Share details with staff in staff handbook</p> <p>No extreme hair styles or colours as guided in staff dress policy.</p>	L
	Approaches for meetings and staff training in place.	Meetings result in congregation of staff group which increases risk of transmission	H	<p>Meetings will be online or, if in a small group, socially distanced in the hall.</p> <p>CPD will be accessed online and certificates emailed for professional record update.</p>	L
	Consideration given to the options for redeployment of staff to support the effective working of the school.	TA s are required to lead some groups.	L	<p>If there is to be change in deployment, discussion should be held between staff member/line manager.</p> <p>TAs to work under guidance of teachers/Key Stage Leaders.</p>	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 and resilience may be affected.</p>	H	<p><a href="#">Headspace app</a> shared with staff to relieve stress, promote sleep and resilience.</p> <p><a href="#">MindEd Resilience Hub</a> - advice and tips for frontline staff created by NHS.</p> <p><a href="#">Feeling good positive mindset app (NHS)</a></p> <p><a href="#">Anxiety UK</a> Infoline: 03444 775 774</p> <p><a href="#">Samaritans</a> Helpline: 116 123  <a href="#">Mind</a> Infoline: 0300 123 3393  <a href="#">Barnardo's</a></p> <p><a href="#">Mental Health Foundation</a>  Promote 'belonging, help seeking and learning' to promote staff resilience (British Society of Psychologists)</p> <p><a href="#">Education Support</a> . Helpline: 08000 562 561</p> <p>Further signposting in Bereavement Policy.</p> <p>SLT to complete EduCare training 'Supporting Staff Wellbeing'</p> <p>Explain to staff the measures we are proposing to put in place before summer break.</p>	M
	<p>Arrangements for accessing testing, if and when necessary, are in place.</p> <p>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 must refer for testing and engage in Track and Trace.</p> <p>Staff are responsible for reporting result to HT.</p> <p>Guidance will be shared in staff handbook.</p>	L

	Approach for interviewing candidates for teaching roles	Candidates coming into school increase risk of transmission.  Interviewing online is barrier to selection process.	H	Face to face interview to be held in library with social distancing in place.  Candidates not to have face to face contact with children.	L
	The approach for inducting new starters has been reviewed and updated in line with current situation.	New members of staff do not understand protocols, processes and policies	H	Staff will be given a copy of new staff handbook and key policies as part of induction process.  Staff will also have access to all policies on internal DMAT HR drive  Line manager will provide staff with resources before the end of summer term. e.g. curriculum planning and class information for a new teacher	L
	Staff taking leave,	Staff take a holiday abroad and are required to quarantine.	M	HT to send staff a google form to assess who has booked holiday abroad and who may be required to quarantined.  Explain to staff that quarantine needs to be finished by 3rd September 2020.  Staff will not be paid for quarantine in term time.	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.	L

				<p>Check with the contractor any requirements their employer has specified before visit.</p> <p>Share school protocols in staff handbook.</p> <p>Visitors, like staff, must use sanitiser station on entry.</p>	
	<p>Arrangements in place for any externally employed adults delivering learning in school. Protocols and expectations shared.</p>	<p>Virus transmitted by teachers teaching multiple groups, not enabling stringent social distancing, children sharing resources and equipment.</p>	L	<p>After school clubs can only run for one bubble at a time initially or where they can keep multiple bubbles separate.</p> <p>Therapists/specialists can work with children following enhanced hygiene routine and social distancing. Written guidance will be provided of our protocols.</p>	L
	<p>Arrangements in place for any staff working in two places of employment</p>	<p>Increased risk caused by increased contact with other people.</p>	M	<p>Staff to ensure social distancing achieved in other employment.</p>	L
	<p>Proactive approaches for Black, Asian and Minority Ethnic staff covering physical and mental health</p> <p>Considerations for Black, Asian and Minority Ethnic pupils and parents.</p> <p>(Advice and risk assessment template from BAME Ed Network)</p>	<p>Science is not clear why danger of contracting COVID19 is higher for BAME colleagues.</p> <p>Measures need to be sustainable in the long term.</p>	H	<p>Personalised risk mitigation plans in collaboration with line manager to reduce risk. Encourage to have vitamin D levels tested/take vitamin D supplements if appropriate. Staff and their managers are encouraged to focus on wellbeing.</p> <p><a href="#">Factors affecting impact on BAME communities.</a></p> <p>Lead EAL/GRT coordinator (HP) to support families.</p> <p>Staff to have increased awareness of which children are at risk.</p>	M



	Expectation and deployment of trainee teachers/students	Insufficient training places may be available.	H	<p>Trainees can:</p> <ul style="list-style-type: none"> <li>● take responsibility with mentor for small groups</li> <li>● be engaged in wider professional activity e.g. addressing challenges such as mental health</li> <li>● develop or engage in working groups</li> <li>● work in pairs or groups to co-plan, co-teach and co-assess lessons.</li> </ul>	L
	Utilising volunteers to support the work of the school.	Increased number of volunteers increases visitors to the school.	H	Volunteers should be given appropriate roles and supported. Volunteers should be DBS checked. Volunteers should not mix across bubble groups and should remain 2 metres from pupils and staff.	M
<b>Theme</b>	<b>Control Measures</b>	<b>Risk to Implementation</b>	<b>Risk Level Pre-Action</b>	<b>Action Required / Decision Made</b>	<b>Risk Level Post-Action</b>
<b>Group Sizes</b>	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	<p>Children to operate in key stage bubbles of maximum two classes (EYFS, KS1, LKS2, UKS2).</p> <p>Stagger playtimes and breaktimes so bubbles do not mix and staff do not mix in the staffroom.</p> <p>Only staff from same bubble can be in the staffroom at the same time. Lunches can be eaten outside or other spaces including hall, library, nightingale room, intervention room.</p> <p>Timetable lunch rota to ensure limits are not exceeded.</p>	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.	H	<p>Two members of staff will be allocated to each bubble of children.</p> <p>Staff members will be able to cover each other</p>	M

				for break times, lunchtimes and statutory planning time.  As stated in guidance, job shares can work in the same bubble	
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action

<p><b>Social Distancing</b></p>	<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"> <li>Children to remain in bubbles at all times</li> <li>Large gatherings avoided (assembly etc)</li> <li>Minor First aid to be triaged and administered in the bubble. Urgent First Aid to be administered by HA</li> </ul> <p>Classroom design</p> <ul style="list-style-type: none"> <li>Agreed number of pupils who can attend the premises at any time to comply with social distancing requirements.</li> <li>Classrooms re-modelled with chairs and desks in place to face the front.</li> <li>Spare chairs removed so they cannot be used.</li> <li>Clear signage displayed in classrooms promoting social distancing.</li> </ul> <p>Break and lunch times are staggered. Plans for social distancing during these times in place.</p> <ul style="list-style-type: none"> <li>Breaktime and lunchtime are structured to support social</li> </ul>	<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>Any serious first aid would require different adults to cross bubbles.</p> <p>Current seating arrangements don't promote social distancing.</p> <p>Staff members congregate in toilets/staffroom</p>	<p>H</p>	<p>Communicate arrival and collection times with parents. <b>Arrival to be staged by initial of surname to support families with siblings and to keep numbers entering school premises constant.</b></p> <table border="1" data-bbox="1406 363 2002 451"> <thead> <tr> <th>Surname</th> <th>Start time</th> <th>Finish time</th> </tr> </thead> <tbody> <tr> <td>A-F</td> <td>8.30-8.35</td> <td>2.40-2.45</td> </tr> <tr> <td>G-M</td> <td>8.40-8.45</td> <td>2.50-2.55</td> </tr> <tr> <td>N-Z</td> <td>8.50-8.55</td> <td>3.00-3.05</td> </tr> </tbody> </table> <p>Explain if children arrive early, they will need to social distance outside the school gates on the 2m markings.</p> <p>Senior staff to supervise beginning and ends of days.</p> <p>Adults to teach children to follow signage and walk to the left.</p> <p>First Aid Boxes and first aid information available in each classroom.. 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. <b>Class/bubble assemblies will be held instead.</b></p> <p><b>Tables and chairs to be organised so they are front facing in classrooms.</b></p> <p><b>Social distancing signs to promote social distancing in the classroom. However, it is recognised by the government that younger children will not be able to maintain social</b></p>	Surname	Start time	Finish time	A-F	8.30-8.35	2.40-2.45	G-M	8.40-8.45	2.50-2.55	N-Z	8.50-8.55	3.00-3.05	<p>M</p>
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	<p>distancing and are closely supervised by a member of staff from that bubble.</p> <ul style="list-style-type: none"><li>● Staff to use staffroom at allocated times only</li></ul>			<p>distancing it is acceptable for young children not to distance within their group.</p> <p>Playtimes will be staggered and timetabled. 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>	
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	Information shared with parents regarding pupils travelling to school, encouraging walking and avoiding public transport as much as possible.	Parents may not see information.	H	<p>Adults and children over 11 years old should wear face masks on public transport.</p> <p>Primary children not advised to wear face masks and will be taken home in plastic bag as per government guidance..</p> <p>Share information with parents in parent handbook.</p>	L
	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	<p>Children enter their classroom on arrival.</p> <p>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.</p>	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	<p>No assemblies until further notice.</p> <p>Class/bubble assemblies will replace.</p>	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	<p>Trim trail and outdoor equipment will be out of use including the wooden house in the Forest School Area.</p> <p>Each bubble will use the playground as timetabled to enable social distancing.</p> <p>Teach children non contact games.</p>	L
	Configuration of medical room may compromise social distancing measures.	Room does not have ventilation.	H	<p>Medical room to be used if a child has suspected symptoms of COVID. Keep the door open.</p> <p>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.</p>	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.</p> <p>If two children become unwell, the hall should be used for the second child.</p>	
	Arrangements in place to ensure groups do not gather in main office.	<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 will 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
	Intimate care approaches are safe.	<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.  Minimise contact within 1m as much as possible.	M
	Approach to teachers' statutory planning time (PPA).	Current PPA room is too small to support social distancing measures.	H	Only one member of staff will be timetabled to have PPA at a time.  Staff covering PPA will only go into one bubble.	L
	Younger children need support with work/need to read with an adult	Adults can not maintain 2m distance from children	H	Avoid close face to face contact.  Adults to minimise time they are within 1 metre of a child.	M
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 working with reduced numbers.	M	Re-open kitchen to provide hot meals for children. (Unable to provide cold packed lunches).  Redeployment of other Chartwells staff.	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 not to face each other in hall. Hall set up for 30 children. Windows to be open.  Playtimes will be staggered on the playground and therefore shortened.  Staff will take food to Year 2 classroom.	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 to be kept in cloakroom and water bottles to be kept on child's own desk.  YR to have designated space for lunchbox storage which can be cleaned when children have taken their boxes home.  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
	Breakfast Club	Children mix from multiple bubbles.  Virus is spread through crockery/cutlery		Hall to split into quarters and each quarter to be assigned a bubble group.  Children to enter through external door to hall, not enter through office.  Staff to ensure children wash hands on entry and before/after eating.  Each quarter to have a table for children to eat	L



				<p>their food. Staff to take children’s food to table so children don’t cross bubbles. Children to load crockery/cutlery into bowl of soapy water,, staff take to staffroom and load dishwasher and wash hands for 20 seconds afterwards.</p> <p>HP to share the above with breakfast club TAs.</p>	
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
PPE	<p>PPE requirements understood and appropriate supplies in place.</p> <p>Long term approach to obtaining adequate PPE supplies in place.</p>	<p>Consistency of supply.</p> <p>Staff expectation regarding use/supply of PPE.</p> <p>Incorrect use.</p>	H	<p><b>PPE is only needed in a very small number of cases:</b></p> <ul style="list-style-type: none"> <li>• where an individual becomes ill with COVID19 symptoms</li> <li>• where a child has routine intimate care needs that involves the use of PPE in which case the same PPE should be used.</li> </ul> <p>Clear direction regarding reasons for use in the staff handbook and shared in training.</p> <p>Display PPE guidance in the medical area.</p>	M
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action

<p><b>Response to suspected/ confirmed case of COVID19 in school</b></p>	<p>Share guidance with parents on symptoms that mean the family needs to isolate or be tested and children will not attend - weekly update</p> <p>If anyone becomes unwell with a new, continuous cough or a high temperature or loss of taste/smell, 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 <b>10 days</b> (changed from 7 days on 03.08.20). 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/any space used by unwell person using <b>bleach</b> 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</p>	<p>Staff need to be clear on this guidance so they follow and minimise risk to the wider community.</p>	<p>H</p>	<p>Laminated instructions on procedures in all classrooms. <b>Staff must take swift action.</b></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, <b>do not attend school.</b></p> <p>PPE will be worn by staff caring for students in the medical room.</p> <p><b>All staff and children will be asked to get tested in this scenario and to engage with the NHS Test and Trace process. Tests can be accessed from the <a href="#">portal here</a>.</b></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><b>The health protection team will provide definitive advice on who must be sent home. They will need to know who is in each group and also where groups have had contact. A template letter will be provided to send to parents and staff if needed.</b></p> <p><b>Household members of those contacts who are sent home do not need to self isolate themselves unless the child, young person or staff member who is self-isolating subsequently</b></p>	<p>M</p>
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	<p>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>develops symptoms.</p> <p>If someone in a class or group that has been asked to self-isolate develops symptoms, they should follow 'Stay at home: guidance for households with possible or confirmed coronavirus infection'.</p> <p><a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a></p> <p>School will be sent 10 test kits. You should only offer a home test kit to individuals who have developed symptoms while at school (or to their parent or carer if the child is under 18) in the exceptional circumstance that you believe they may have barriers to accessing a test elsewhere, and that giving them a home test kit directly will therefore significantly increase the likelihood of them getting tested. This will help you to take swift action to protect students and staff in the event of a positive test result. The symptoms of coronavirus (COVID-19) are a high temperature, a new, continuous cough, or a loss or change to your sense of smell or taste.</p>	
	<p>Approach to confirmed COVID19 cases in place: outside of school hours</p> <ul style="list-style-type: none"> <li>● Approach to relocating children away from certain parts of the school to clean, if possible</li> <li>● Cleaning procedure in place</li> <li>● Arrangements for informing parent community in place</li> </ul>	<p>School is unaware of confirmed case and continues to open classroom and resources as usual increasing risk of transmission of virus</p>	<p>M</p>	<p>Advise staff to contact the HT by telephone once the result is known.</p> <p>Advise parents to email school office with test results if received outside of school hours. Tests can be accessed from the gov.uk <a href="#">portal</a>.</p> <p>Contact the rest of the bubble by telephone and advise to self isolate for <b>10 days</b> if test results are positive.</p> <p>Deep clean classroom.</p>	<p>L</p>
	<p>School has two or more confirmed cases within 14 days or an overall</p>	<p>Rise in sickness absence is not tracked.</p>	<p>H</p>	<p>AHT to monitor daily attendance percentages and reasons for sickness.</p>	<p>M</p>

	rise in sickness absence where COVID19 is suspected.			School may have outbreak and will work with the local health protection team who will advise if additional action is required.  Groups may need to self-isolate as a precautionary measure - perhaps whole site or year group. Mobile testing unit may be dispatched to test others on site.	
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
Re-establishing routines and relationships	Approach and expectations around school uniform determined and communicated with parents.	Children may have grown out of school uniform.  We have limited control over hygiene outside of school.	H	Core principles of uniform policy to be adhered WITH THE EXCEPTION OF TIES 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. Information communicated by parent mail for attending children.	L
	Changes to the school day/timetables shared with parents.	Parents will not have adequately prepared children and they will struggle to cope in the changed environment.  Behaviour issues will increase and children will express concern and anxiety.  Emotionally based school refusal may increase.	H	Share leaflet and video about what to expect on return to school.  Children to return to original classes for one day to say goodbye and close previous year.  Social stories about 'being in a bubble' available for parents to share with children on website.  The fine detail of individual children's school days communicated with parents to include: <ul style="list-style-type: none"> <li>● pick up/drop off times/locations</li> <li>● behaviour policy</li> <li>● uniform</li> </ul>	L

	All students are instructed to bring a water bottle each day.	Children forget or parents say they are unable to obtain water bottles	H	School branded water bottles are available in school and will be washed ready to give to children.  Parents can pay after school.	L
	Approach to preparing pupils for a return to academic work and new social situations is developed and shared by all teaching staff.  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.	Children will feel anxious about their differing experiences in lockdown.	H	“Let’s Begin Again!” PSHCE curriculum for post-COVID19 learning.  Resources, including Recovery Curriculum, saved in a newly created shared staff drive called CORONAVIRUS BACK TO SCHOOL.  Achievements of children who have been in provision and at home celebrated.  Outdoor curriculum encouraged e.g. Learning through landscapes <a href="https://www.ltl.org.uk/free-resources/">https://www.ltl.org.uk/free-resources/</a>	L
	Approach to supporting wellbeing, mental health and resilience, including bereavement support is in place.	Children’s needs will not be supported and children will become anxious in school.  Emotionally based school refusal will become an issue.  Children may have separation anxiety.  Children may be grieving	H	ELSA resources saved in staff shared in a newly created file called CORONAVIRUS BACK TO SCHOOL.  3D PSHE curriculum ‘Let’s Begin Again ‘ resources available through Dimensions.  Staff to have completed ACEs training prior to returning.  Staff CPD to include support for staff’s mental health as well as how to use PACE to support children.	M
	Consideration of the impact of COVID19 on families and whether	Social distancing means that IPEH services are	H	SLT to be on the gate each morning to be available to parents.	L

	<p>any additional support may be required:</p> <ul style="list-style-type: none"> <li>● Financial</li> <li>● Increased FSM eligibility</li> <li>● Referrals to social care and other support</li> <li>● PPG/ vulnerable groups</li> </ul>	<p>currently being offered over the phone which will not suit some families.</p> <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>	
	<p>Parents are offered chance to purchase hot school dinners daily instead of packed lunches</p>	<p>Contamination from lunch boxes and packages being brought in to school.</p>	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 moving from KS1 to KS2 will no longer receive UFSM and parents will need to be advised children will need packed lunches or paid for hot school meals.</p>	
<b>Theme</b>	<b>Control Measures</b>	<b>Risk to Implementation</b>	<b>Risk Level Pre-Action</b>	<b>Action Required / Decision Made</b>	<b>Risk Level Post-Action</b>

<b>Minimising coronavirus (COVID-19) risks (also see enhanced cleaning arrangements)</b>	Requirement that people who are ill stay at home	Children with symptoms are sent to school	H	<p>Explain to parents that children will be sent home immediately if they appear to have/ say they have symptoms.</p> <p>Regularly remind parents about symptoms. Explain to parents that children should not attend school if they or anyone in their household has symptoms.</p>	M
	Active engagement with NHS Test and Trace	Lack of knowledge of Test and Trace system	H	<p><a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus</a></p> <p>Train staff on INSET day.</p> <ul style="list-style-type: none"> <li>● Book a test if they are displaying symptoms. They must not come into school or be sent home.</li> <li>● Provide details of anyone they have been in close contact with if they test positive.</li> <li>● Self isolate.</li> <li>● Headteacher must be informed of test result.</li> <li>● If negative, they can stop self isolating.</li> <li>● If positive, they should follow stay at home guidance for households.</li> </ul> <p>Instructions displayed in classrooms.</p>	L
	Reduce contacts and maximise distancing between those in school	Children and staff come into contact with too many other people	H	<p>Group children into key stages of two classes maximum - EYFS, KS1, LKS2, UKS2</p> <p>Arrange classrooms so desks are forward facing</p> <p>Avoid contact between groups at lunchtimes, playtimes and PE. No assemblies.</p>	M

				Minimise contacts in staffroom/at meetings by timetabling lunch breaks and ensuring meetings are virtual or socially distanced.	
	Robust hand and respiratory hygiene	Virus is spread through contamination of surfaces  Risk of ingestion of hand sanitizer	H	Children wash hands: <ul style="list-style-type: none"> <li>● on entry to school,</li> <li>● before and after eating</li> <li>● returning from breaks</li> <li>● when they change rooms</li> </ul> <p>If hand sanitiser is used, children must be supervised. Skin cleaning wipes can be used as an alternative for children with complex needs.</p> <p>Continue to promote 'catch it, bin it, kill it' and use tissue bins. Tissue bins to be emptied daily by cleaner.</p> <p>(See enhanced cleaning section)</p>	M
	Children with complex needs	Children use saliva as sensory stimulant or chew clothing/objects	H	Children must have their own desk separate to other children. This should be sanitised after lunchtime and at end of day.	L
	Removal of face coverings transmits virus	Face coverings transmit virus to hands or surfaces.	H	Children must be instructed not to touch the front of their face covering during use or when removing them. They must wash hands immediately on arrival, dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag to take home and then wash their hands again before heading to their classroom. <p>These instructions to be displayed in classrooms and shared with parents.</p>	H



Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
<b>Transition into new year group</b>  <b>What will need to be different this year because of COVID-19?</b>	Online/ website support for families and young people around transition from nursery to school.	<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> <p>HT to send postcard to all new starters.</p> <p><b>Key information on school website including starting school social story.</b></p>	L
	Initial visits for children new to the school so we can find out children's needs and interests.	Children start school without handover affecting their transition to school.	H	<p><b>Class teachers to meet with parents and child 1:1 in classroom.</b></p> <p><b>Social distancing and hand hygiene rules.</b></p> <p><b>Clean area after use.</b></p>	M
	<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"> <li>● Vulnerable children</li> <li>● Children with SEND</li> <li>● Physical and sensory needs, including adaptations, equipment etc (lead in times)</li> </ul>	Children and families may become anxious at not meeting the new teacher face to face.	M	<p><b>Transition pages created on school websites sharing:</b></p> <ul style="list-style-type: none"> <li>● <b>summer transition projects for key stages.</b></li> <li>● <b>videos of teachers and classrooms.</b></li> <li>● <b>summer reading challenge.</b></li> </ul> <p>Social stories will be created for vulnerable children.</p> <p>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> <p>Staff meeting time arranged for current teachers to handover information to new teachers.</p>	M

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.	Risk assessments are in place by school.  Social care does not make welfare checks and a child suffers harm.	H	DSLs to allocate increased time for safeguarding to provide support to staff and children regarding any new concerns and the handling of referrals to children's social care and other agencies. Agencies and services have been told to work together to actively look for signs of harm. School to challenge agencies where necessary.	M
	Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.	Social distancing will make it harder for confidential conversations to happen.  Staff/children not remembering safeguarding reporting processes.  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.  Children at risk of being in a household with domestic abuse.  From guidance: Pupils may experience a variety of emotions...such as anxiety, stress or low mood... It is important to contextualise	H	All staff will have completed ACEs training during Lockdown.  Staff to ensure they have a worry box in their classroom.(Wash hands before and after opening). Staff to explain to children how to use it on return.Create times in the school day for children to talk.  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.  Staff refresher training session on processes and procedures and wellbeing material.  Staff briefing to share reviewed protocols and communicated in the staff handbook. 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	L

		these feelings as normal responses to an abnormal situation. Some may need support to re-adjust... others may have enjoyed being at home and be reluctant to return... a few may be showing signs of more severe anxiety. Others will not be experiencing any challenges.		experienced.	
Update Child Protection Policy in place.	Review Child Protection Policy to reflect the return of more pupils.	M	Revise Child Protection Policy - all DSLs and children will be in school and KCSIE changes.	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 might not be met by this service.	H	Continued contact with responsible agencies and information sharing in relation to vulnerable families. Ensure agencies have planned to reintroduce/return to safe working practices.	M	
Consideration given to the safe use of physical contact in context of managing behaviour.	Contact between staff and children transmits the virus.	L	Review risk assessments of children with EHCPs.	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	Maximise engagement with curriculum	Children return to school and are not ready to learn.	H	<p>SENDCo to undertake training in Leuven Scales and disseminate CPD with staff.</p> <p>Whole school to be assessed for wellbeing and involvement on return.</p> <p>Assessments will be undertaken when wellbeing and involvement are high for 85%+.</p>	L
	<p>Curriculum remains broad and ambitious - all pupils are taught a wide range of subjects.</p> <p>All pupils receive a high quality education.</p>	Current learning plans have been revised and expectations adjusted.	H	<p>All children to be given catch up support needed to make substantial progress by end of year in the essentials (phonics and reading, vocabulary, writing and maths). Use EEF research(guidance on effective interventions) to inform decision making.</p> <p>Curriculum planning to be informed by an assessment of pupils' starting points and addressing gaps in their knowledge and skills as well as gap analysis completed by previous teacher in March 2020.</p> <p>Aim to return to normal curriculum in all subjects by summer 2021.</p>	M
	Specific points for Early Years Foundation Stage/Year 1	School closure has affected children's literacy and numeracy skills.	H	<p>Reception/Year 1 team should assess and address gaps in prime areas, reading, maths and phonics.</p> <p>The Laurels has registered to take part in NELI(Nuffield Early Language Intervention). a 20 week programme to promote language development.</p>	M

				Children should be given equal opportunities for outdoor learning.	
Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place?  Each activity should be risk assessed and should not be run unless the risks can be mitigated.	In PE and playtime, children share equipment and make contact with each other.  Singing and playing wind/brass instruments can increase transmission of virus	H	Teach children non contact games to play at breaktimes.  Music should be kept to levels where people do not have to raise voice unduly. Microphones can be used to avoid people raising voices but should not be shared.  Singing will not take place in larger groups such as choir or assembly. Singing can only happen outside with natural airflow and social distancing (2m apart).  PE equipment must be washed after use.  Children to wear PE kit to school on PE days.	L	
Approaches to RSHE curriculum.	Teachers are not trained in new RSHE curriculum.	H	Becomes compulsory from September 2020 and schools are expected to start teaching by at least the start of summer term 2021.  DfE has published first training modules for teachers to support them in preparation to deliver content on mental health and wellbeing.  SENDCo/PSHE Lead to deliver CPD to staff.	M	
Whole school approach to adapting curriculum (S/M/L term), including: <ul style="list-style-type: none"> <li>Wellbeing curriculum</li> <li>recognising 'non-curriculum' learning that has been done</li> <li>capturing pupil</li> </ul>	Some children may feel they have missed out if they did not complete much learning.  Restarting formal testing will mitigate any focus on	M	Use Leuven Scales to measure children's wellbeing and involvement. When these are high, children are ready to learn and will return to curriculum.  Re-establish routines and expectations.	L	

	achievements/ outcomes	re-building relationships and exacerbate the anxieties about restarting formal schooling.		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.	
	School behaviour policy reviewed and amended where necessary in line with the current circumstances.	Children not followed behaviour policy for a significant amount of time so need to revisit rules, set bubble rules and operate recognition board to reinforce expectations (including social distancing).	H	Behaviour policy has a Covid-19 response to focus on child, adult, parent to be shared with children and parents.  Pro-actively teach new rules.  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 for first two weeks and weekly thereafter.	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	<b>Learning by Questions programme will identify and address gaps in learning.</b>  Key Stage Leaders to develop plans for interventions for children who require additional support to catch up. Impact of interventions measured through assessment.  Timetabled termly pupil progress meetings to discuss children's progress with extra focus on disadvantaged.	M

	Supply, peripatetic and/or other temporary staff	Temporary staff increase risk to other members of staff.	H	<p>These staff can move between schools but should minimise contact and maintain distance with other staff.</p> <p>Guidance on physical distancing and hygiene to be explained on arrival. Office will provide a leaflet.</p> <ul style="list-style-type: none"> <li>● Maintain distancing requirements with each group they teach, where appropriate.</li> <li>● Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing.</li> <li>● Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made.</li> </ul> <p>Brass instruments should only be played in the hall where the high ceiling should enable dilution of aerosol transmission. Doors and windows should be opened for ventilation.</p> <p>Instruments must not be shared. Hands must be washed before and after use. Teacher/TA should apply name labels to identify designated user. Music scores can only be handled by child using them. Instruments should be cleaned by the pupils playing them.</p>	M
<b>Theme</b>	<b>Control Measures</b>	<b>Risk to Implementation</b>	<b>Risk Level Pre-Action</b>	<b>Action Required / Decision Made</b>	<b>Risk Level Post-Action</b>

<b>Children with SEND</b>	Approach to provision of the elements of the EHCP including health/therapies.	Children's education and development will be impacted by lack of provision.	H	All children with EHCP have a dynamic risk assessment co-produced by SENCo in collaboration with parents and carers. These will be reviewed. <b>Speech therapist and Play therapists will be able to come to school to work with children with guidance around social distancing from other members of staff and hygiene.</b>	M
	<b>Training for staff to support SEND children to return to school.</b>	<b>Some children may need additional help to re-adjust to school life.</b>	H	<b>Whole School SEND consortium will be delivering training for mainstream school teachers including free insets and webinars on supporting pupils with SEND to return to school after the long absence and with transitions.</b>	L
	Annual reviews.	Annual reviews have been online.	H	Annual reviews have taken place in summer term.  <b>Future meetings will be by prior appointment and distanced with hygiene/ cleaning protocols after or held online.</b>	L
	Requests for assessment.	School, parents and child to share views for EHCNA pathway online.	H	<b>Process will be completed using social distancing, enhanced hygiene measures and cleaning.</b>	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. Children will feel anxious with the new routine and expectations and mental	H	All teachers will have access to one page profiles, ILPs and professional reports for the children in their class bubbles.  Bespoke resources made to support children with return to school.  <b>Share TA policy with new staff (based on EEF research on effective use of TAs.)</b>	M



Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
		health will be impacted. the gap will widen between these children and their peers.			
Attendance	Approach to support for parents where rates of persistent absence were high before closure.	Parent is under misunderstanding that there is no penalty for keeping children at home  Emotionally school based avoidance means child is reluctant to come to school.	H	AHT to work with families of persistent absentees to ensure they are attending regularly from September 2020.  AHT to follow up absence.	M
	All children expected to return to school to minimise the longer-term impact of the pandemic on their education, wellbeing and wider development.	Parent is under misunderstanding that there is no penalty for keeping children at home  Emotionally school based avoidance means child is reluctant to come to school.	H	School to explain to parents that attendance will be mandatory from the beginning of autumn term.  School to record attendance and follow up absence.  School to issue sanctions including fixed penalty notices.	M
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 full 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	INSET with staff to discuss the risk assessment. INSET will be remote using Google Meet and EduCare to ensure social distancing.  Give each member of staff a copy of the revised staff handbook.	L
	Full 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	Headteacher to meet with Chair and Vice-Chair before Autumn term starts.. Governors and trustees support decision making process of the school.	L
	Pupil communications around: <ul style="list-style-type: none"> <li>Changes to timetable</li> <li>Social distancing arrangements</li> <li>Staggered start times</li> <li>Travelling to and from school safely</li> </ul>	Families arrive to the school site at the same times resulting in congregating groups and affecting capacity for social distancing.  Risk of transmission is increased through use of public transport	H	Share parent handbook including map of classrooms with parents, start/end times, changes around school site, <a href="#">expectations regarding public transport</a> . Promote walking and cycling to school.  Display signage to communicate social distancing  Children to come in alphabetical order by surname.	L
	On-going regular communication plans determined to ensure parents are kept well-informed.	Parents are not equipped with most recent information.	M	Weekly letters shared by Parentmail, website updates, social media.	L
<b>Theme</b>	<b>Control Measures</b>	<b>Risk to Implementation</b>	<b>Risk Level Pre-Action</b>	<b>Action Required / Decision Made</b>	<b>Risk Level Post-Action</b>
Governance	Full opening plan and risk assessments shared with governors and trustees.	Short timeframe.	H	DMAT Board and governing body to check risk assessment is robust. DMAT board to sign off RA prior to September	L
	Meetings and decisions that need to be taken prioritised.	Decisions requiring committee/board approval	L	Key decision making criteria discussed ahead of time to ensure the approach is compliant.	L

		require a change to normal governance procedures.		Virtual meetings with documented minutes and clear agendas.	
	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
<b>Theme</b>	<b>Control Measures</b>	<b>Risk to Implementation</b>	<b>Risk Level Pre-Action</b>	<b>Action Required / Decision Made</b>	<b>Risk Level Post-Action</b>

<b>School dog</b>	Zak has not been in school since wider opening.	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 UKS2 bubble.  Wash hands after contact with Zak	L
<b>Theme</b>	<b>Control Measures</b>	<b>Risk to Implementation</b>	<b>Risk Level Pre-Action</b>	<b>Action Required / Decision Made</b>	<b>Risk Level Post-Action</b>
<b>Finance</b>	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 HT 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 reimburse parents for cancellation of residential visits.  EVC to communicate with parents regarding cancellation/reimbursement.	H
	Reintroduction or re-contracting services, such as: <ul style="list-style-type: none"> <li>• Cleaning</li> <li>• IT support</li> <li>• Catering</li> </ul>	Cleaning capacity has been increased during lockdown period.  CoolMilk and free snacks for EYFS/KS1 to be reinstated.	M	Assess options for daytime cleaning in autumn term.  Liaise with Chartwells about numbers for September.  Ask parents to give children a piece of fruit for snack each day	L

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<p><b>Continuity of education in case of lockdown</b></p>	<p>Staff and children in Years 1 - 6 have usernames and passwords for Google Classroom</p>	<p>New Reception starters do not have login details</p>	<p>M</p>	<p>IT department to create accounts for new Reception class.</p>	<p>L</p>
	<p>A class, group or small number of pupils need to self-isolate.</p>	<p>School is not prepared to immediately offer remote education.</p> <p>Long term projects or internet research does not enable teachers to adjust the pace or difficulty of what is being taught.</p>	<p>M</p>	<p>Agree online tools that will be consistently used across the schools in order to allow interaction, assessment and feedback and ensure staff are trained in their use.</p> <p>Provide printed resources such as workbooks for pupils with no online access.</p> <p>Recognise that young pupils need adult support and work with families to deliver a broad and ambitious curriculum.</p> <p>Agree how to gauge how well pupils are progressing through the curriculum and how teachers will consistently check work.</p> <p>Share DfE curriculum maps which will be released in July.</p>	<p>L</p>

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<b>Educational visits</b>	<p>The government continue to advise against domestic UK overnight educational visits at this stage.</p> <p>Schools can resume non-overnight domestic educational visits.</p>	<p>Risk increases due to visiting a place with more people and less stringent processes.</p>	H	<p>Children should be kept within protective groups and secure measures in place at destination.</p> <p>COVID19 to be included as part of a full and thorough risk assessment to ensure visits are done safely.</p> <p>EVC to check wider advice on visiting indoor and outdoor venues and consult health and safety guidance on educational visits when considering visits.</p>	H
Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
<b>Primary assessments</b>	<p>Monitoring the effectiveness of the school.</p>	<p>Ofsted inspections remain suspended for Autumn term. Inspectors will visit a sample of schools to discuss how they are managing the return to education.</p> <p>STA are reviewing requirements for phonics screening check in year 2</p>	H	<p>Inspections will resume January 2021. DfE will use 2019 data as starting point for conversations.</p> <p>Key Stage Leaders to prepare action plans for end of key stage exit data.</p> <p>Primary assessment will resume in summer 2021:</p> <ul style="list-style-type: none"> <li>● phonics</li> <li>● KS1 tests and TA</li> <li>● Y4 multiplication tests</li> </ul>	L

				<ul style="list-style-type: none"><li>• KS2 tests and TA</li><li>• statutory trialling</li></ul>	
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