

Risk Assessment - UPDATED SEPTEMBER 2021

Guidance to read

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<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/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>

<https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/>

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

<https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield>

<https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19>

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

<https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19>

<https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings>

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation>

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/>

<https://www.minded.org.uk/> - mental health advice for staff

<https://covid.minded.org.uk/> - mental health adv

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.hse.gov.uk/coronavirus/working-safely/index.htm>

Level of risk boundaries

RED – Risk remains very high that the virus will spread/educational damage etc

AMBER – There remains risk but not high and can be managed

Green – The risk is minimal or not at all

1. Social Distancing practices

Risk/Challenge/Hazard	Risk	Precautions to take	Notes	Level of risk (spread of virus) after precautions	Next steps
<p>Maintaining bubbles - bubbles will be one bubbles per year group</p>	<p>Increased infection rates of staff and pupils</p> <p>Children passing across bubbles increasing rates of transmission</p> <p>Increased chance of school having to close with due to large number of C19 cases</p>	<p>School split into year groups that children have to stay within wherever possible</p> <p>Children use exterior classroom doors rather than walking through the school where possible</p> <p>Staggered lunches with assigned playgrounds</p> <p>Staggered break times with assigned playgrounds</p> <p>Minimal number of staff necessary to work across the school</p> <p>Staff from different bubbles (whether vaccinated or not) must wear masks/visors and social distance when talking - this includes office staff</p> <p>Lunchtime supervisors attached to a class/bubble wherever possible</p> <p>Face-to-face assemblies to take place in classes, year groups or phases – whole school by Teams</p>	<p>Sanitation stations to remain, mobile sinks, anti-bac in each classroom to remain.</p>		<p>In event of an outbreak, staff moving between bubbles will cease as much as possible. Classes may need to be closed for an isolation period until the outbreak subsides (therefore online learning will resume), PCR tests strongly advised.</p>

<p>Beginning and end of school day</p>	<p>Lots of people in confined space at the same time</p>	<p>Children to come straight into classrooms rather than wait outside</p> <p>Parents reminded of start times and not to arrive early</p> <p>One way system in place to support volume of adults on site</p> <p>Parents not coming into the school building at present</p>			
<p>Parents congregating at gate or around the school</p>	<p>Groups of people which increases risk and more difficult for other parents to travel around safely</p>	<p>Parents told in advance not to do this</p> <p>Classrooms doors open at the same time but each year group has a set start and end time.</p> <p>Staff move parents on where necessary</p> <p>Regular reminders in fortnightly newsletters/from school staff</p> <p>Signage/social media campaign promoting no congregating.</p>			<p>Parents work with the school well and support the no congregating request.</p>
<p>Parents wanting to talk to staff at start/end of day</p>	<p>Staff having close contact with lots of people regularly therefore increasing risk.</p>	<p>Staff to wear masks/visors when speaking with parents</p> <p>No indoor meetings taking place at present – discussions take place over the phone, via email or through Microsoft Teams</p> <p>Parents must remain 2m from classroom door</p>	<p>Masks/visors provided for staff</p> <p>Ensure parents are informed well in advance</p>		<p>Regular reminders in bi-weekly newsletters</p>

<p>Social distancing in classrooms</p>	<p>Close contact between children and children and staff and children</p>	<p>Staff to have boxed off area to work in if they wish – children not to go into box.</p> <p>Children to sit at desks rather than the carpet where possible. If using the carpet – use spots to maintain some distance between the children</p> <p>Remove all unnecessary furniture to create more space</p> <p>EYFS staff wear a mask/visor throughout the day if they wish to.</p>	<p>Social distancing lower down the school becomes more difficult due to age and understanding (and SEMH needs) of the children. Additional PPE is available as needed and additional cleaning of any areas of school where positive cases have been identified.</p>		<p>Staff to inform SBM if they wish to have a designated box for social distancing.</p>
<p>Social distancing at lunch and break</p>	<p>Cross contamination of bubbles</p>	<p>Children will have limited time in lunch hall – will have to leave at allocated time.</p> <p>Bubble tables are distanced.</p> <p>Children access assigned outside spaces to limit contact with other year groups.</p> <p>Midday Supervisors assigned to classes/year groups.</p>			
<p>Social distancing in toilets</p>	<p>Amount of people in a small area increases risk of spread</p> <p>Additional risk of hygiene issues</p>	<p>Children will have one set of toilets to use only (other than Y4 and Y5 who share a toilet block – these will be cleaned throughout the day to minimise the risk of transmission).</p>	<p>SBM to monitor cleaning in this area</p>		

Social distancing staff	Increased risk to staff the more people they have contact with	<p>Staff to use hand gel before and after signing in</p> <p>Staff to use barcodes on back of badges to sign in and out of school</p> <p>Staggered lunchtimes limits number of staff in the staffroom</p> <p>All staff wear masks/visors in communal areas</p>	May need additional staff spaces in the event of an outbreak to limit the number of staff on one area further.		
Social distancing of children with additional needs	Increased contact will be necessary with children with additional needs such as toileting and/or behaviour	<p>Children will, as always, only be restrained where absolutely necessary and full PPE will be worn</p> <p>All children with such needs have a risk assessment in place.</p> <p>School continue to liaise with STS and EPS for support as needed.</p>	Risk assessment reviewed half termly or before as needed		
Visitors to school	Additional people bring additional risk	<p>Hand gel in the entrance area.</p> <p>Visitors booked into school via SLT approval (e.g. EPS, STS, School Health, Music etc.). No visits to be undertaken in school unless approved by SLT.</p> <p>If any difficult visitors that do not have a face to face meeting but demand one - the police will be called</p>	Put hand gel into the entrance area and outside HT office.		

Quality of Education

Risk/Challenge/Hazard	Risk	Precautions to take	Notes	Level of risk after precautions	Next steps
Gaps in children knowledge due to missed school	Children fall further behind and hinders them throughout the year	<p>All children to be tested within the first couple of full weeks at school in whatever is appropriate for their age.</p> <p>Children who are considerably behind will receive additional input, particularly on the key skills</p> <p>Ensure that all subjects are still taught</p>			Lower EYFS entry assessments being seen compared to previous years, which require more SEMH support than previously seen.
Online learning may need to suddenly restart in the case of a local outbreak	<p>Children fall further behind and hinders them throughout the year</p> <p>Attendance adversely affected due to C19</p>	<p>Staff to be clear that they will be expected to restart online learning at short notice.</p> <p>Weekly learning uploaded onto Microsoft Teams.</p> <p>School website updated regularly with general online learning resources.</p> <p>Online learning mirrors learning in the classroom to minimise learning gaps being created/getting bigger as a result of the pandemic.</p>	Communicate online expectations with parents via text and email		
Subject specific where the risk could be higher – Sport and Music		<p>Outdoor sport preferred (but hall space available via main hall and studio hall)</p> <p>Children kept in consistent class group</p> <p>Avoid sports with high rates of respiratory</p> <p>Music to resume with limited instrument use and outside as much as possible.</p> <p>Swimming to resume in September using the pool's COVID safety measures</p>	WCC Music have provided their own risk assessment.		

		(children going a class at a time to a 'closed' pool – no other school's/members of the public present).			
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2. Safeguarding

Risk/Challenge/Hazard	Risk	Precautions to take	Notes	Level of risk after precautions	Next steps
Poor attendance as afraid to attend, especially if an outbreak	Children missing yet more school	<p>Attendance Lead to work with families to discuss concerns</p> <p>Attendance Lead to refer to LA as needed</p> <p>Made clear to parents that the expectation is that children attend</p> <p>Support offered as needed</p>			
DSL capacity to cover potential increase in demand following Lockdown 3 and Summer break	Capacity in team may not be able to support increased demand/increased green forms that need addressing	<p>Designated safeguarding leads (and deputies) provided with more time to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate</p> <p>Agencies and services should prepare to work together to actively look for signs of harm.</p> <p>Weekly meetings on Tuesday mornings. All children RAG rated and discussed as needed.</p>	Additional meetings may need to be considered if demand for DSL time is high		

		Use of CPOMS to ensure all DSLs are aware of all relevant safeguarding concerns and support as needed.			
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Emotional and Behavioural

Risk/Challenge/Hazard	Risk	Precautions to take	Notes	Level of risk after precautions	Next steps
Some pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)	Emotional distress which affects them	<p>Ask parents to inform us of any bereavements or significant family issues.</p> <p>Staff are already trained in trauma and emotion coaching so ensure that we utilise this.</p> <p>Buy extra bereavement books/support from EPS if necessary</p>	Art Therapist starting with the school September 2021		
Some pupils may be more vulnerable to exclusion.	Emotional wellbeing, physical wellbeing	<p>Identify the particular pupils who could be vulnerable to exclusion and put plans into place to support (including risk assessments) with the support of STS and EPS as needed.</p> <p>Facilitate a phased return to meet their needs as needed.</p> <p>Promote the updated relational and restorative approach across the school.</p> <p>The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort.</p>	<p>Support available to schools from WCC Exclusions team.</p> <p>Significant Adult Provision (SAP) also available to schools to support as needed.</p>		

		<p>Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.</p> <p>Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation.</p>			
Some EYFS pupils will not have had any social contact with anyone out of their immediate family (some may not even have had the use of social media) and hence attending school may be emotionally overwhelming	Emotional wellbeing	<p>Plan some social time for pupils and their new peers that observe social distancing rules so that they are emotionally prepared to learn</p> <p>At least weekly teaching of PSHE, Boxall Profile online to assess SEMH needs of all pupils.</p> <p>Mentoring, Nurture and Art Therapy available to pupils who need it</p>	Play Therapist may also be coming on board to support pupils of the school		
Support for emotional wellbeing	Emotional wellbeing	<p>Provision of pastoral activities to all pupils designed to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing. <p>Focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.</p> <p>Consider support needs of particular groups where we are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.</p>			

		<p>To support this, teachers can access the free MindEdlearning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement.</p> <p>Consider how school works with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including:</p> <ul style="list-style-type: none"> • support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues • support for pupils with additional and complex health needs • supporting vulnerable children and keeping children safe. 			
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Hygiene and Health and Safety

Risk/Challenge/Hazard	Risk	Precautions to take	Notes	Level of risk after precautions	Next steps
Maintaining regular levels of hand washing/hygiene	Increased chance of risk of infection	<p>Regular handwashing sessions throughout the day</p> <p>Children to put on anti bac gel at arrival and leaving of school.</p> <p>portable sinks in classrooms where a sink is not usually available.</p>	Staff to lead on use of anti-bac (including in KS2)		

<p>When pupils sneeze or cough they will spread germs/bacteria, especially younger pupils/children</p>	<p>Risk of virus spreading is raised significantly</p>	<p>Ensure children are reminded about the need to use tissues and wash hands after they sneeze/cough</p> <p>Tissues to be put into double-bagged bins – “catch it, bin it, kill it”</p>	<p>Children asked to wash hands/ use anti-bac if sneezed/coughed into their hands</p>		
<p>Keeping the school clean to a higher level of cleanliness</p>	<p>Virus more likely to spread with poor hygiene</p>	<p>Enhanced cleaning to continue, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p> <p>Shared areas to be cleaned after each use by whatever staff member used them</p> <p>Areas where a case has been identified will be fogged on the day the school has been made aware</p> <p>Additional cleaning in place for Y4/5 toilets due to two year groups using these toilets</p>			

Possible COVID cases

Risk/Challenge/Hazard	Risk	Precautions to take	Notes	Level of risk after precautions	Next steps
Pupil begins to show symptoms when in school (cough and/or temperature developing)	Spreading of virus to others	<p>Child immediately isolated from others in visitor area of the school. Area will be cleaned and ventilated after use.</p> <p>Parents contacted immediately</p> <p>One member of staff to supervisor – can stand outside the room. If not possible – wear PPE</p> <p>Child not to touch anything on exiting the main building of the school</p> <p>Child will use specified toilet if necessary</p>			
Member of staff begins to show symptoms when in school (cough and/or temperature developing)	Risk of virus spreading	<p>Member of staff isolated and sent home and encouraged to use the NHS website to arrange a PCR test (may then be able to return to work if negative - see below)</p> <p>All surfaces that the member of staff touches and has touched are cleaned (including toilets)</p>	Vaccination status of all staff to be reported to SLT		
Child tests positive	Risk of virus spreading	<p>All close contacts to get a PCR test</p> <p>Children to wait for the result before returning to school</p> <p>Any staff members that have not been double vaccinated (and within 14 days of the second vaccination) to</p>			

		<p>remain at home for 10 days (isolation)</p> <p>Whole class informed and parents reminded to be vigilant. PCR tests recommended to all in the class.</p>			
Staff member tests positive	Risk of virus spreading	<p>Staff member isolates at home</p> <p>Class informed and parents encouraged to monitor closely</p> <p>Any staff members that have not been double vaccinated (and within 14 days of the second vaccination) to remain at home for 10 days (isolation) if identified as a close contact</p>			
Staffing shortages as a result of staff self-isolating	Health and Safety Educational Impact	Cover internally where possible to reduce the risk of bringing the infection into the school. This may be preferable to bringing in supply staff who will not be aware of the social distancing rules that are in operation			
Multiple suspected cases or increased absence	Risk that virus could/has spread in school	If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.			
Outbreak occurs		Schools should follow Public Health England guidance and support.			
Local outbreak		If a local area sees a spike in infection rates that is resulting in localised			

		community spread, appropriate authorities will decide which measures to implement to help contain the spread.			
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Logistics

Risk/Challenge/Hazard	Risk	Precautions to take	Notes	Level of risk after precautions	Next steps
Building adaptations		<p>Windows and doors to be open as much as possible to allow improved ventilation</p> <p>Children to wash hands regularly throughout the day</p> <p>All doors that can be (e.g. not fire doors) to be propped open to reduce touching of doors</p>	All classrooms except current Y4 have external doors that can be opened to help with ventilation.		
Educational visits	<p>Mixing with the public</p> <p>Unknown hygiene of places being visited</p>	<p>Weigh up the risks verses the benefits – full risk assessment completed</p> <p>Consider using the local area as much as possible</p>		No visits planned as yet.	
Breakfast Club and After school clubs	Mixing of bubbles	<p>B/AS sports clubs resume in phase bubbles to minimise mixing.</p> <p>well ventilated spaces to be used if the club cannot go outside.</p> <p>Staff to remain at 2m distance where possible.</p>			

Recruitment and Staffing

Risk/Challenge/Hazard	Risk	Precautions to take	Notes	Level of risk after precautions	Next steps
Staff mental health and wellbeing	<p>Increased staff absence</p> <p>Long term effect on staff health</p> <p>Higher anxiety due to changes in isolation and bubble closures</p>	<p>Speak to any staff individually who have specific concerns</p> <p>Remind staff of the availability of the support line/OH referral as needed</p> <p>Encourage staff to visit GP's if felt necessary</p> <p>Consider how to lighten workload as much as possible to try to balance things a little more</p> <p>Encourage staff to leave as soon as possible at the end of the day</p> <p>Staff meetings to be virtual as much as possible</p>			
Use of supply staff	Mixing of bubbles across the school and across schools	Try to limit the number of supply staff used and use same where possible.			
Volunteers	Increased mixture of bubbles	No volunteers that work directly with children unless benefits outweigh the risks			Volunteers not being invited into school at present.

Miscellaneous

Risk/Challenge/Hazard	Risk	Precautions to take	Notes	Level of risk after precautions	Next steps
<p>Additional support and guidance for specific groups of pupils such as:</p> <ul style="list-style-type: none"> • EAL pupils • Newly arrived to the UK • Refugees • Families with no recourse to public funds (NRPF) 	<p>Families and children not understanding the expectations in school and therefore increasing the risk to themselves and others</p>	<p>Check which countries any new arrivals have come from and whether they need to isolate</p> <p>Translate letters as much as possible (school website has this function)</p> <p>Work with social services for those families who are NRPF</p> <p>Have signs up in the key languages or use symbols as needed</p>			<p>Prepare signs for around school and outside school in key languages/symbols when needed</p>
<p>Wrap around services – before and after clubs, breakfast club etc.</p>	<p>inter-mingling of children outside of their school bubbles, contracting/spreading of C19</p>	<p>School sports clubs are organised in Key stage groups to avoid unnecessary bubble mixing. Groups are 20max but less than 10 families have signed up each session at present.</p> <p>Clubs to take place outside where possible.</p> <p>LHWA resumed and is liaising with school re: consistent bubbles.</p>			<p>Monitor cases and consider closing club temporarily to mitigate risk of transmission if cases in school are high.</p>
<p>Governors may be called upon to support leaders for example in appeals, challenging situations or communication with parents</p>		<p>Governors should ensure that all school policies are up-to-date, reflecting the latest national and local guidance.</p> <p>Behaviour, attendance, safeguarding, social distancing, risk assessments will all need to be reviewed.</p>			<p>The Behaviour policy was reviewed last academic year and will need promoting again (via news letter)</p>

Admissions of children we don't know	Children may have needs that need additional support, especially through these times and we may not have the staffing	<p>Conversations to be had with the previous school unless Elective Home Educated or Educated Abroad (standard school procedure).</p> <p>Children and families not to have tours unless they have been offered a place. These will take place outside of school hours where possible.</p>			Parents to be informed of this so encourage previous school
Staff training implications	not in receipt of relevant training in order to follow procedures set by senior leaders and to effectively support children	<p>Staff have all been trained in new procedures and practices such as use of PPE, monitoring social distancing.</p> <p>All staff meetings (PDMs) will be virtual in the first half term at least.</p> <p>Training on Training days in September will be small groups.</p> <p>Staff meetings will continue virtually until further notice.</p>			
Low numbers of staff choose to take the LFD tests	Increased risk of asymptomatic staff transmitting the virus	<p>Although not statutory staff encouraged to participate in the testing. If reluctant, offer support and advice e.g. – take test from both nostrils rather than throat.</p> <p>Staff information sent via Covid Coordinator includes full information on when and how to report test results. Staff to complete a Microsoft form of when tests have been taken and results received. Staff also must complete the Gov online portal with results received via the LFD tests.</p>			

<p>SLT unaware of vaccination status of all staff and cannot execute the Outbreak Management Plan effectively</p>	<p>Increased risk of asymptomatic staff transmitting the virus</p>	<p>Microsoft form for all staff to complete – managed by CS/LG to support GDPR and confidentiality of information.</p> <p>All staff directed to complete the form.</p> <p>Information used to support the implementation of the schools Outbreak Management Plan only.</p>			<p>Form to be prepared and shared with all staff ASAP.</p>
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