

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>

https://www.gov.uk/coronavirus?qclid=EAIaIQobChMIkobMndfI9AIVI_jBx2rcwKJEAAYASAAEqIfDPD_BwE – Plan B Guidance

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance> - Stay at Home guidance update

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19> - Updated guidance for schools (Dec 2021)

<https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings> - Managing C19 in education and childcare settings (updated 7.1.22)

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 bubble per year group</p> <p>Strict bubbles no longer used from January 2022, but may be reintroduced as part of outbreak control measures.</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>Any illness in staff or children to be reported to SLT immediately.</p>		<p>Following DfE update in Jan 2022, bubbles will no longer apply, however, staff will continue to wash hands before and after working across different year groups.</p> <p>From 11.1.22, PCR tests for close contacts without symptoms will be suspended. Close contacts will be advised to LFD test for 7 days after contact if they are between 5 and 18 years 6 months. PCR tests will be available for those with symptoms. Those that have a positive LFD no longer need to get a confirmatory PCR test unless they are symptomatic.</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/children called onto school site a few minutes before their classroom/year group doors are due to open. Walkie talkies used to ensure classroom doors are opened promptly.</p>		<p>From 27.1.22, parents have the choice of wearing face coverings or not. However, school still encourage the wearing of face coverings. Parents may be asked to wear face coverings when on school site as an outbreak control measure.</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 maintain a social distance when waiting to come onto school site.</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. Distanced conversations can take place at the classroom door if appropriate to do so.</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>Essential face-to-face meetings only. Teams video or telephone contact preferred. Email is also available.</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>All 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>Some C19 cases are not linked to the school, and the school relies heavily on parents informing the school of a positive LFD/PCR in a timely manner.</p>
<p>Social distancing at lunch and break</p>	<p>Cross contamination of bubbles</p>	<p>Children 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>At least one member of staff on duty per class/30 pupils.</p>		<p>Children accessing lunch club to be sent past the closed Y6 doors and around the building.</p> <p>Lost lunch will be facilitated at a social distance.</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/when moving around the school.</p>	May need additional staff spaces in the event of an outbreak to limit the number of staff on one area further.		<p>Where staff work across classes, they should maintain a 2m distance. The wearing of face coverings is no longer mandatory in schools from 27.1.22, but staff are given the choice to continue to wear these or not. Hands will be washed between year group working.</p> <p>Mask wearing may be reintroduced temporarily as a control measure during an outbreak.</p>
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 (if possible).</p> <p>All children with such needs have a risk assessment in place.</p> <p>School continue to liaise with STS, EPS and SAP for support as needed.</p>	Risk assessment reviewed half termly or before as needed		Some children with SEMH needs have been moving around the school during their times of crisis. Monitoring of where these children go/who they have contact with should be noted on CPOMS.
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>	<p>Put hand gel into the entrance area and outside HT office.</p> <p>Additional face masks available if needed.</p>		All visitors sign into school and, if identified as a close contact of a school case, are contacted in line with test and trace procedures (including external contractors, supply agencies etc).

2. Quality of Education

Risk/Challenge/ Hazard	Risk	Precautions to take	Notes	Level of risk after precautions	Next steps
Gaps in children's 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>	DPH and Education Corona advise schools regarding reversions to online learning. School will not revert to online learning without this advice/directive.		<p>Nuffield Early Language Intervention (NELI) to support language acquisition.</p> <p>WELLCOMM intervention to support language understanding.</p>
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>	<p>Communicate online expectations with parents via text and email.</p> <p>DPH and Education Corona advise schools regarding reversions to online learning. School will not revert to online learning without this advice/directive.</p>		Live lessons available for children to access. IT equipment available for families to borrow, including laptops and Wi-Fi dongles.
Subject specific where the risk could be higher – Sport and Music	<p>Lots of people in confined space at the same time</p> <p>Increased infection rates of staff and pupils</p>	<p>Outdoor sport preferred (but hall space available via main hall and studio hall). Avoid sports with high rates of respiratory</p> <p>Music to resume with limited instrument use and outside/in well ventilated rooms as much as possible.</p> <p>Swimming to resume in September using the pool's COVID safety measures (children going a class at a time to a 'closed' pool – no other school's/members of the public present).</p>	<p>WCC Music have provided their own risk assessment.</p> <p>Children kept in consistent class group</p>		<p>Updated risk assessment from the swimming baths and music providers obtained.</p> <p>X2 air purifiers have been received by the school and will be used in areas of need.</p>

3. Safeguarding

Risk/Challenge/ Hazard	Risk	Precautions to take	Notes	Level of risk after precautions	Next steps
<p>Poor attendance as afraid to attend, especially if there is an outbreak</p>	<p>Children missing yet more school</p> <p>Learning gaps increasing</p> <p>SEMH needs increasing</p>	<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>	<p>SLT monitoring attendance closely. Calls to parents to offer support are being undertaken.</p>		<p>Home visits where necessary.</p> <p>Parent meetings where necessary.</p>
<p>DSL capacity to cover members of the DSL team with C19/awaiting PCR results and isolating/off sick</p>	<p>Capacity in team may not be able to support increased demand within the team during staff absence</p>	<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>Where possible (and if staff are well enough) some safeguarding monitoring and duties can be undertaken at home.</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> <p>Use of CPOMS to ensure all DSLs are aware of all relevant safeguarding concerns and support as needed.</p>	<p>Additional meetings may need to be considered if demand for DSL time is high</p>		<p>DSLs continue to meet (virtually where possible)</p>

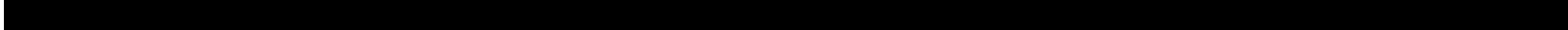
<p>Where children are required to learn at home due to positive cases in school (remote learning)</p>	<p>Children not being seen/spoken with during the time they are not attending school</p> <p>Higher risk of potential harm</p>	<p>DSL team/class teachers may complete home visits to deliver learning packs, explain learning/deliver meals (if FSM) and laptops to access learning online.</p> <p>Online learning provided via Microsoft teams – live lessons provided so that children can be seen/spoken to.</p> <p>Wellbeing calls to all families, whether there is a cause for concern or not to ensure they have all they need during the time children are remote learning.</p> <p>Keep the period of remote learning to a minimum (following advice from DPH and Education Corona, tracking and monitoring cases during the remote learning period).</p>			<p>Continue to liaise with DPH</p> <p>Home visits where necessary.</p>
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4. 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 (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>	<p>Art Therapist starting with the school September 2021</p> <p>Play Therapist starting November 2021.</p>		Advertise for a counsellor
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>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>	<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>Restorative training being undertaken by the school (throughout the academic year).</p> <p>Reduced timetables may be considered in some cases and with the support of parents, social workers (where one is assigned to the family) and STS/EPS.</p> <p>Referrals to the FAP Assessment Gateway will be discussed with STS as needed.</p> <p>Some children with SEMH needs have been moving around the school during their times of crisis. Monitoring of where these children go/who they have contact with should be noted on CPOMS.</p>

<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</p>	<p>Emotional wellbeing</p>	<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>	<p>Play Therapist starting November 2021.</p>		<p>Liaise with the Children's Centre for additional support where needed.</p>
<p>Support for emotional wellbeing</p>	<p>Emotional wellbeing</p>	<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 MindEd learning 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</p>			

		<p>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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5. 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> <p>X2 air purifiers have been received by the school and will be used in areas of need.</p> <p>Ventilation to continue in all areas of school building used by children and adults. Where an external window cannot be used/opened/available, the door to the room should be left open to support ventilation.</p>	Staff to lead on use of anti-bac (including in KS2)		Staff to ensure hand washing takes place throughout the day.
When pupils sneeze or cough they will spread germs/bacteria, especially younger pupils/children	Risk of virus spreading is raised significantly	<p>Ensure children are reminded about the need to use tissues and was hands after they sneeze/cough</p> <p>Tissues to be put into double-bagged bins – “catch it, bin it, kill it”</p>	Children asked to wash hands/ use anti-bac if sneezed/coughed into their hands		Additional fogging of classrooms and communal areas where a positive LFD/PCR result has been sent to the school.
Keeping the school clean to a higher level of cleanliness	Virus more likely to spread with poor hygiene	<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>	Additional fogging of classrooms and communal areas where a positive LFD/PCR result has been sent to the school.		Additional cleaning equipment being purchased to support higher levels of cleanliness in schools (floor cleaners).

		<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>			
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6. 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 to collect from school.</p> <p>One member of staff to supervise – 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>			Changes regarding PCR and LFD testing following increased circulation of the Omicron variant from 17.1.22.
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		<p>Changes regarding PCR and LFD testing following increased circulation of the Omicron variant from 17.1.22.</p> <p>Encourage all staff and parents/carers to be vaccinated/book their booster vaccination.</p>
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</p>	Additional cleaning in areas where the positive case has been in place (see above Hygiene section).		Encourage all staff and parents/carers to be vaccinated/book their booster vaccination.

		<p>the second vaccination) to remain at home for 5 days (isolation). LFD tests to be taken on day 5 and day 6 (no less than 24hrs apart). If both tests are negative, isolation can cease. If not both negative, continue to test daily.</p> <p>Whole class informed and parents reminded to be vigilant. PCR tests recommended to all in the class.</p>	<p>From Jan '22, isolation has changed from 7 to 5 days. LFD tests to be taken on day 5 and day 6 (no less than 24hrs apart). If both tests are negative, isolation can cease. If not vaccinated, all close contacts must still isolate for the full 10 days.</p>		
Staff member tests positive	Risk of virus spreading	<p>Staff member isolates at home.</p> <p>All close contacts to get a PCR test.</p> <p>The school may be required to revert a class or year group to remote learning if all children have been identified as a close contact or if staffing levels are insufficient.</p> <p>Any staff members that have not been double vaccinated (and within 14 days of the second vaccination) to remain at home for a minimum of 5 days (isolation) if identified as a close contact. LFD tests to be taken on day 5 and day 6 (no less than 24hrs apart). If both tests are negative, isolation can cease.</p>	<p>Additional cleaning in areas where the positive case has been in place (see above Hygiene section).</p> <p>From Jan '22, isolation has changed from 7 to 5 days. LFD tests to be taken on day 5 and day 6 (no less than 24hrs apart). If both tests are negative, isolation can cease. If not vaccinated, all close contacts must still isolate for the full 10 days.</p>		<p>Encourage all staff and parents/carers to be vaccinated/book their booster vaccination.</p>

Staffing shortages as a result of staff self-isolating	Health and Safety Educational Impact	<p>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.</p> <p>The school may be required to revert a class or year group to remote learning if staffing levels are insufficient to enable safe operation on site.</p> <p>Any supply staff in school have a copy of the school's risk assessment and provide their contact details for test and trace purposes.</p>			
Multiple suspected cases or increased absence	Risk that virus could/has spread in school	<p>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.</p> <p>The school may be required to revert a class or year group to remote learning if all children have been identified as a close contact or if staffing levels are insufficient.</p>	30% of a class or 15% of a cohort are the markers for possible reverting to remote learning.		DPH advice must be sought before reverting to remote learning. This advice may also come via Education Corona.
Outbreak occurs	Risk that virus could/has spread in school	Schools should follow Public Health England guidance and support.	30% of a class or 15% of a cohort are the markers for possible reverting to remote learning.		DPH advice must be sought before reverting to remote learning. This advice may also come via Education Corona.
Local outbreak		<p>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.</p> <p>The school may be required to revert a class or year group to remote learning if all children have been identified as a close contact or if staffing levels are insufficient.</p>			

7. Logistics

Risk/Challenge/ Hazard	Risk	Precautions to take	Notes	Level of risk after precautions	Next steps
Building adaptations	<p>Inadequate ventilation to minimise risk</p> <p>Lack of adequate handwashing facilities</p>	<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> <p>C02 monitors in place to support ventilation</p>	<p>All classrooms except current Y4 have external doors that can be opened to help with ventilation.</p> <p>Additional portable sinks purchased for classrooms without sink facilities.</p>		
Educational visits	<p>Mixing with the public</p> <p>Unknown hygiene of places being visited</p>	<p>Weigh up the risks versus the benefits – full risk assessment completed</p> <p>Consider using the local area as much as possible</p>	<p>Visits may be considered depending on local cases, covid safety measures at the venue and any other local issues at the time.</p>	No visits planned as yet.	
Breakfast Club and After school clubs	Mixing of bubbles	<p>B/AS sports clubs resume in Key Stage 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>	<p>See updated guidance for B/ASC.</p>		

8. 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>	Wellness plans available for staff to support their wellbeing		
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.	Any supply in school have a copy of the risk assessment and provide their contact details for test and trace purposes.		Supply is in high demand and may not be available. The school may be required to revert a class or year group to remote learning if staffing levels are insufficient.
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.

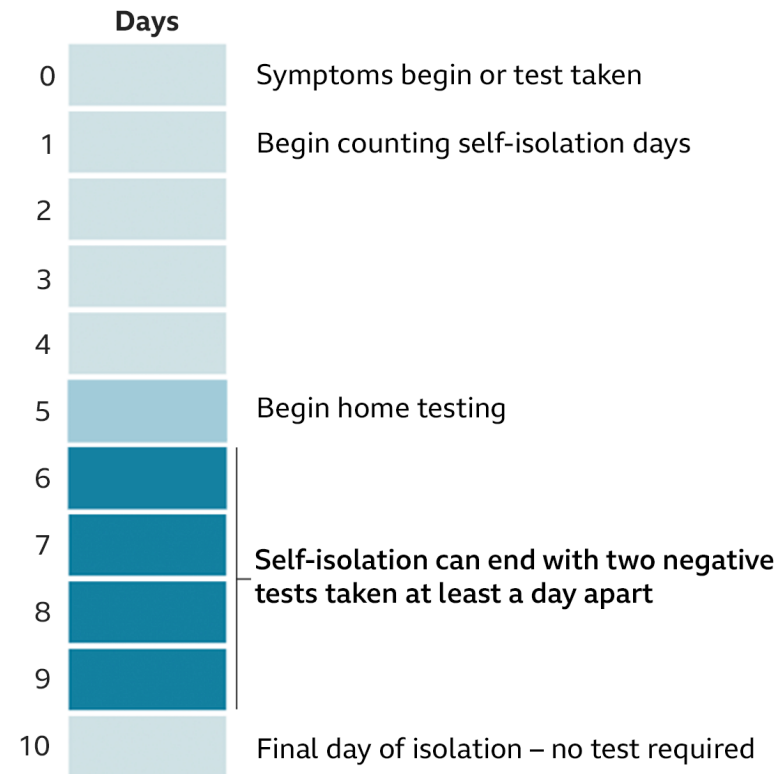
9. Miscellaneous

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

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	<p>Not in receipt of relevant training in order to follow procedures set by senior leaders and to effectively support children</p> <p>Increased risk of spreading the virus across the school</p>	<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. SLT/LMT/DSL meetings will continue virtually.</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>	Regular reminders to collect LFD test kits from the main office.		

SLT unaware of vaccination status of all staff and cannot execute the Outbreak Management Plan effectively	Increased risk of asymptomatic staff transmitting the virus	<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>			Form to be completed by all staff.
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How five-day isolation rule works in England



Source: NHS