



# Oaklands Infant School

## Coronavirus (Covid-19): Risk Assessment for pupils and staff at school



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This Risk Assessment for the Corvus Learning Trust schools is based on the Guidance issued by the DfE on 2<sup>nd</sup> July 2020 and updated on 5<sup>th</sup> November 2020 and 7<sup>th</sup> January 2021 and 21<sup>st</sup> February 2021 and 26<sup>th</sup> May 2021.

This Risk Assessment is based on the template provided Bracknell Forest Council which has been the subject of consultation with BFC Legal, HR, Health & Safety and also the Trade Unions

Updated following government guidance issued on 07-Jan: [Guidance for full opening: schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/guidance-for-full-opening-schools)

## Coronavirus (COVID-19): Risk Assessment – Full Reopening from 8<sup>th</sup> March 2021 – Updated 26-05-2021

The government continues to be the aim that all pupils, in all year groups, remain in school full-time.

All schools should consider the additional risks and control measures to enable a return to full capacity during the spring term.

**Name of School/setting: Oaklands Infant School**

Assessment conducted by: Hannah O'Neill Ellen Weston	Job Title: Head Teacher Deputy Head Teacher	Signature:	Date: 27.5.21
Signed off by:	Job Title:	Signature:	Date:

<b>Likelihood of Occurrence</b>	High (probable)	<b>MEDIUM</b>	<b>HIGH</b>	<b>HIGH</b>
	Medium (possible)	<b>LOW</b>	<b>MEDIUM</b>	<b>HIGH</b>
	Low (remote)	<b>LOW</b>	<b>LOW</b>	<b>MEDIUM</b>
<b>Risk Assessment Matrix</b>		Minor (causes physical or emotional discomfort)	Severe (causes physical injury, or illness requiring first aid)	Major (causes major physical injury, harm or ill-health)
		<b>Likely Impact</b>		

The Risk Assessment Matrix is used to assess risks before and after control measures are applied. The objective is to remove all HIGH risks and to reduce all other risks to an acceptable level.

## Coronavirus (COVID-19): Risk Assessment – Full Reopening from 8<sup>th</sup> March 2021 – Updated 26-05-2021

Area for concern	Prior Risk Rating H/M/L	Risk Control Measures	By who?	By when?	Post Risk Rating H/M/L	In place? Yes/No
Situational Awareness	<b><u>M</u></b>	<ul style="list-style-type: none"> <li>Daily monitoring of government advice and guidance on Covid  <a href="https://www.gov.uk/coronavirus">https://www.gov.uk/coronavirus</a>  <a href="https://www.gov.uk/coronavirus/education-and-childcare">https://www.gov.uk/coronavirus/education-and-childcare</a>  <a href="https://www.gov.uk/government/publications/local-restriction-tiers-what-you-need-to-know">Local restriction tiers: what you need to know - GOV.UK (www.gov.uk)</a> </li> <li>Daily review of general Covid situation in school with Senior Leaders</li> </ul> <p>Summary of Government Guidance (May-21):</p> <ul style="list-style-type: none"> <li>All pupils should now be attending school.</li> </ul> <p>We ask that schools:</p> <ul style="list-style-type: none"> <li>review and where necessary, update your risk assessment</li> <li>make sure you are following the system of controls to minimise the risk of infection, including engaging with the asymptomatic testing programme</li> <li>have a contingency plan in place for outbreaks in your school or changes in restrictions</li> <li>communicate any changes in your processes to parents</li> </ul> <p>Most recently, we have made specific changes to the information on:</p> <ul style="list-style-type: none"> <li>face coverings</li> <li>attendance - advice on pupils who are abroad</li> <li>pupils travelling to the UK from abroad</li> <li>educational visits</li> <li>wraparound provision and extra-curricular activity</li> <li>music, dance and drama and school – performances</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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		<ul style="list-style-type: none"> <li>pupil wellbeing and support</li> <li>state-funded school inspection</li> <li>further guidance on domestic residential educational visits</li> </ul>				
<p>Prevention</p> <p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend your setting</p>	<b><u>M</u></b>	<p><b>Actions For When An Individual Develops Covid-19 Symptoms Or Has A Positive Test</b></p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance#manage-confirmed-cases-of-coronavirus-covid-19-amongst-the-school-community">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance#manage-confirmed-cases-of-coronavirus-covid-19-amongst-the-school-community</a></p> <ul style="list-style-type: none"> <li>Pupils, staff and other adults must not come into the school if:                             <ul style="list-style-type: none"> <li>they have one or more COVID-19 symptoms</li> <li>a member of their household (including someone in their support bubble or childcare bubble if they have one) has COVID-19 symptoms</li> <li>they are legally required to quarantine, having recently visited countries outside the Common Travel Area</li> <li>they have had a positive test</li> <li>have been in close contact with someone who tests positive for COVID-19</li> </ul> </li> <li>They must immediately cease to attend and not attend for at least 10 days from the day after:                             <ul style="list-style-type: none"> <li>the start of their symptoms</li> <li>the test date if they did not have any symptoms but have had a positive LFD or PCR test (if an LFD test is taken first, and a PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the pupil can return to school)</li> </ul> </li> <li>The school will follow this process and ensure everyone onsite or visiting is aware</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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		<ul style="list-style-type: none"> <li>• Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape the risk of harm. More information can be found on <a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works</a></li> <li>• If anyone in school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they will:               <ul style="list-style-type: none"> <li>○ be sent them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days</li> <li>○ advised to follow the guidance for households with possible or confirmed COVID-19 infection <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a></li> <li>○ advised to arrange to have a test as soon as possible to see if they have COVID-19 advised to follow the <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></li> </ul> </li> <li>• Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, and the next 10 full days whether this was a               <ul style="list-style-type: none"> <li>○ Lateral Flow Device (LFD) <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection#tests-for-covid-19">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection#tests-for-covid-19</a></li> <li>○ or Polymerase Chain Reaction (PCR) test <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection#tests-for-covid-19">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection#tests-for-covid-19</a>,</li> </ul> </li> </ul>				

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		<ul style="list-style-type: none"> <li>○ It remains essential that anyone who gets a positive result from an LFD result self-isolates immediately, as must other members of their household, while they get a confirmatory PCR test.</li> <li>● If a member of the household starts to display symptoms while self-isolating they will need to restart the 10-day isolation period and book a test.</li> <li>● If anyone tests positive whilst not experiencing symptoms, but develops symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms.</li> <li>● If a pupil displays COVID-19 symptoms, or has a positive test while at school                             <ul style="list-style-type: none"> <li>○ Parents/carers are contacted immediately</li> <li>○ <u>They should avoid using public transport and, wherever possible, be collected by a member of their family or household</u></li> <li>○ Pupils awaiting collection are isolated at least 2m away from others</li> <li>○ There will be appropriate staff supervision while waiting</li> <li>○ With a window open for ventilation</li> <li>○ They use separate toilets which are cleaned and disinfected using standard cleaning products before being used by anyone else.</li> </ul> </li> </ul> <p>PPE will be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p><a href="#">Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) - GOV.UK (www.gov.uk)</a></p> <ul style="list-style-type: none"> <li>● PHE has advised that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying COVID-19.</li> </ul>				

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		<p><b>When An Individual Has Had Close Contact With Someone With COVID-19 Symptoms</b></p> <ul style="list-style-type: none"> <li>• Staff who have provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless: <ul style="list-style-type: none"> <li>○ the symptomatic person subsequently tests positive</li> <li>○ they develop symptoms themselves (in which case, they should arrange to have a test)</li> <li>○ the symptomatic person subsequently tests positive</li> <li>○ they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)</li> <li>○ they have tested positive from an LFD or PCR test as part of a community or worker programme - if an LFD test is taken first, and a confirmatory PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the individual can return to school</li> </ul> </li> <li>• Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a></li> <li>• The area around the person with symptoms will be cleaned after they have left to reduce the risk of passing the infection on to other people. <a href="https://www.gov.uk/government/publications/covid-19-cleaning-in-non-healthcare-settings-outside-the-home">COVID-19: cleaning in non-healthcare settings outside the home - GOV.UK (www.gov.uk)</a></li> <li>• If staff or pupils are contacted by NHS Test and Trace or the local health protection team and told to self-isolate because they have been a close contact of a positive case, they have a legal obligation to do so</li> </ul>				

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		<ul style="list-style-type: none"> <li>• Emergency Services                             <ul style="list-style-type: none"> <li>○ call 999 if someone is seriously ill or injured or their life is at risk.</li> <li>○ Anyone with coronavirus (COVID-19) symptoms should be advised not visit the GP, pharmacy, urgent care centre or a hospital but rather to call NHS 111 if they require medical help</li> </ul> </li> </ul>				
Prevention 2. Where recommended, the use of face coverings in schools	<b><u>M</u></b>	<ul style="list-style-type: none"> <li>• It is no longer necessary to recommend the additional precautionary face covering measures put in place from the 8 March</li> <li>• Face coverings will also no longer be recommended for staff in classrooms.</li> <li>• The school will continue to require staff and visitors to wear face coverings in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas).</li> <li>• Where the school is delivering education and training, including extra-curricular activities and wraparound childcare, in a community setting (for example, library or community centre), staff and pupils will be exempt from the legal requirement to wear a face covering if they are in a private room or the premises has been exclusively hired for the sole use of its pupils and staff.</li> <li>• The reintroduction of face coverings for pupils, students or staff may be required by Public Health for a temporary period in response to particular localised outbreaks, including variants of concern. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission.</li> <li>• Children and young people aged 11 and over must still wear a face covering on public transport. In accordance with advice from PHE. This does not apply to children and young people who are exempt from wearing face coverings.</li> <li>• Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>



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		<ul style="list-style-type: none"> <li>• In discussion with pupils and parents the school will make reasonable adjustments for disabled pupils and students, to support them to access education successfully including where necessary:                             <ul style="list-style-type: none"> <li>○ the provision and effective use of assistive listening devices</li> <li>○ steps will be taken so that children with hearing loss are taught in classrooms with the best possible acoustic conditions</li> <li>○ allowing the use of speech-recognition apps on mobile devices in classrooms</li> <li>○ additional communication support, including remote speech-to-text reporters or sign language interpreters</li> </ul> </li> </ul> <p><b>Exemptions From Wearing Face Coverings</b></p> <p><a href="https://www.gov.uk/guidance/face-coverings-when-to-wear-one-exemptions-and-how-to-make-your-own">Face coverings: when to wear one, exemptions, and how to make your own - GOV.UK (www.gov.uk)</a></p> <ul style="list-style-type: none"> <li>• The following individuals are exempt from wearing face coverings, including:                             <ul style="list-style-type: none"> <li>○ Those who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability</li> <li>○ Those who rely on visual signals for communication, and those who provide support to them</li> <li>○ To avoid harm or injury, or the risk of harm or injury, to the wearer or others – including if it would negatively impact on people’s ability to exercise or participate in a strenuous activity</li> </ul> </li> <li>• Subject to a risk assessment, face visors or shields may be worn by those exempt from wearing a face covering.</li> </ul> <p><b>Access to Face Coverings</b></p>				

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		<ul style="list-style-type: none"> <li>• Adults and pupils are expected to provide their own face coverings</li> <li>• However the school will maintain a contingency supply of face coverings for use as and when required</li> <li>• No one will be excluded from education on the grounds that they are not wearing a face covering</li> </ul> <p><b>Safe Wearing and Removal of Face Coverings</b></p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></p> <ul style="list-style-type: none"> <li>• The school has clearly communicated a prescribed process to staff and pupils for:                             <ul style="list-style-type: none"> <li>○ when face coverings are worn at school in certain circumstances</li> <li>○ how to remove face coverings when arriving at school</li> <li>○ cleaning of hands before and after touching face coverings</li> <li>○ safe storage of them in individual, sealable plastic bags between use</li> <li>○ face coverings to be carefully replaced if they become damp</li> <li>○ not touching the front of face coverings during use or during removal</li> <li>○ disposing of temporary face coverings into 'black bag' waste bins or</li> <li>○ placing reusable face coverings in a plastic bag they can take home</li> <li>○ washing of hands after handling face coverings before going to class</li> </ul> </li> <li>• Face coverings are required at all times on public transport, except for children under the age of 11 [delete if not applicable]</li> </ul>				

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Prevention 3. Clean hands thoroughly more often than usual	<b><u>M</u></b>	<ul style="list-style-type: none"> <li>• Sufficient soap and water or hand sanitiser is provided</li> <li>• Hand washing stations have been designated/provided</li> <li>• Pupils to wash their hands regularly, including:                             <ul style="list-style-type: none"> <li>○ On arrival</li> <li>○ On return from breaks</li> <li>○ When they change rooms</li> <li>○ Before and after eating</li> </ul> </li> <li>• Foot operated hand sanitiser stations are located at student entry points, monitored by staff that can maintain social distancing.</li> <li>• Frequency of hand washing is appropriate for the pupils and staff</li> <li>• Particular arrangements for SEN pupils are in place</li> <li>• Use of sanitiser by young pupils supervised re ingestion risk</li> <li>• Small children and pupils with complex needs continue to be helped to clean their hands properly</li> <li>• Skin friendly skin cleaning wipes available as an alternative</li> <li>• Hand washing regime is built into the school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>
Prevention 4. Ensure good respiratory hygiene by promoting the	<b><u>M</u></b>	<p><a href="https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2017/09/catch-bin-kill.pdf">https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2017/09/catch-bin-kill.pdf</a></p> <p><a href="https://www.e-bug.eu/">Information about the Coronavirus (e-bug.eu)</a></p> <ul style="list-style-type: none"> <li>• Sufficient supplies of tissues are available</li> <li>• Sufficient lidded bins are in place</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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'catch it, bin it, kill it' approach		<ul style="list-style-type: none"> <li>Double bagging and careful disposal of contents of waste bins</li> <li>Pupils instructed, encouraged and supported to follow this routine</li> <li>Small children and pupils with complex needs continue to be helped to follow this routine</li> </ul>				
Prevention 5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach	<b><u>M</u></b>	<p><a href="#">COVID-19: cleaning non-healthcare settings guidance.</a></p> <ul style="list-style-type: none"> <li>There is more frequent cleaning of rooms / shared areas</li> <li>Frequently touched surfaces are cleaned more often</li> <li>Detailed attention to rooms occupied by the pupils and staff</li> <li>There is additional cleaning at lunchtimes</li> <li>Also of touch points including door handles &amp; light switches</li> <li>Additional toilet cleans e.g. at mid-morning and/or after lunch</li> <li>Separate cleaning cloths and equipment in each classroom</li> <li>Cleaning regime is subject to regular review</li> <li>Sufficient supplies of cleaning materials are available</li> <li>Cleanliness monitored daily to required standards</li> <li>Bins for tissues are emptied throughout the day</li> <li>Timetabling of spaces allows access for cleaning</li> <li>Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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Prevention 6. Minimise contact between individuals and maintain social distancing wherever possible	<b><u>M</u></b>	<p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p> <p><a href="#">safe working in education, childcare and children’s social care</a></p> <p>Grouping of Children Primary</p> <ul style="list-style-type: none"> <li>• Pupils keep in separate class groups or appropriately sized ‘bubbles’ that do not mix with others</li> </ul> <p>Teaching Staff</p> <ul style="list-style-type: none"> <li>• All teachers and other staff can operate across different classes and year groups</li> <li>• Staff will observe social distancing, ideally 2m where possible, when moving around the school</li> <li>• Supply teachers, peripatetic teachers and other temporary staff will minimise contact and maintain as much distance as possible from other staff.</li> <li>• No “informal” staff conversations will occur in corridors or other shared/communal spaces.</li> <li>• Any discussions that are necessary will be held in an appropriate designated rooms that can hold the relevant number of individuals with appropriate social distancing.</li> <li>• Social Distancing Regime                             <ul style="list-style-type: none"> <li>○ Is communicated to staff, parents, pupils and visitors</li> <li>○ Pupils will be repeatedly reminded to observe social distancing</li> </ul> </li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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		<ul style="list-style-type: none"> <li>○ Social distancing is monitored and enforced by all staff</li> <li>● Classrooms and Teaching Spaces Primary                             <ul style="list-style-type: none"> <li>○ Staff and pupils will maintain ideally 2m distance from each other where possible</li> <li>○ When working in close proximity to younger children staff will avoid close face to face contact and minimise time spent within 1m</li> <li>○ Pupils sit side by side facing forwards (not face to face)</li> <li>○ Unnecessary furniture has been removed to make more space</li> <li>○ Where required, adaptations to classrooms for social distancing have been made</li> <li>○ Pupils are required and supported to maintain distance and not touch staff or their peers where possible.</li> <li>○ Staff will not congregate together in classrooms unless this is strictly necessary for operational/teaching.</li> </ul> </li> <li>● Shared Spaces                             <ul style="list-style-type: none"> <li>○ Collective assemblies will not take place with more than one Group</li> <li>○ Timetabled use of shared spaces, such as corridors, playgrounds, entrances and exits, dining halls, and toilets, and specialist areas</li> <li>○ Delayed start/finish and break times in place for shared areas</li> <li>○ Arrangements for dining halls are in place</li> <li>○ Arrangements for the use of toilets are in place</li> <li>○ Arrangements for assemblies are in place</li> </ul> </li> <li>● Staff Areas</li> </ul>				

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		<ul style="list-style-type: none"> <li>○ Arrangements and signage are in place for how staff access and use of staff rooms and facilities, including how staff access tea/coffee making areas to minimise congregation and maintain social distancing</li> <li>● Circulation                             <ul style="list-style-type: none"> <li>○ Circulations routes in place and signed to minimise contact</li> <li>○ Site safe entry/exit routes in place and signed</li> <li>○ Building safe entry/exit routes in place and signed</li> <li>○ Safe parking rules in place for staff and visitors</li> <li>○ Timetabling avoids contact between groups moving around the site</li> </ul> </li> <li>● External                             <ul style="list-style-type: none"> <li>○ Arrangements are in place for drop off and pick up times</li> <li>○ Plan in place to ensure there are no gatherings at the school gates</li> <li>○ Enhanced supervision of children including during playtimes</li> <li>○ Staff remain at a safe distance at lunchtime or during breaks</li> <li>○ Outdoor playground equipment is not used unless it has been cleaned</li> </ul> </li> <li>● Parents and Visitors                             <ul style="list-style-type: none"> <li>○ Coming onto the site without an appointment is not allowed</li> <li>○ Parents are aware of process in place for drop-off and pick-up</li> <li>○ Meetings with parents to take place at a safe distance</li> <li>○ Site guidance is given to visitors including contractors</li> <li>○ Site visits optimised for outside of school hours</li> <li>○ Records kept of all visitors for track and trace</li> </ul> </li> </ul>				

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		<ul style="list-style-type: none"> <li>• Special Needs and Young Children                             <ul style="list-style-type: none"> <li>○ Pupils are supported to maintain distance where possible</li> <li>○ Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group</li> <li>○ Specialist support staff for pupils with SEND is provided</li> <li>○ Where pupils have complex needs or who need close contact care which means that distancing is not possible, educational and care support will be provided as normal.</li> <li>○ Key contractors and suppliers are made aware of and required to follow the school's control measures</li> </ul> </li> <li style="margin-left: 20px;"><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/supporting-pupils-at-school-with-medical-conditions.pdf">Supporting pupils at school with medical conditions (publishing.service.gov.uk)</a></li> <li>Travelling to and from School                             <ul style="list-style-type: none"> <li>• Where pupils and staff need to use public transport, they should follow the safer travel guidance for passengers. <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></li> <li>• People aged 11 and over must wear a face covering when travelling on public transport. In accordance with advice from PHE</li> </ul> </li> <li>• Equipment &amp; Resources                             <ul style="list-style-type: none"> <li>○ Staff and pupils have their own pens and pencils which are not shared</li> <li>○ Shared resources within the group e.g. books are cleaned regularly</li> <li>○ Resources shared by different groups e.g. science &amp; sport equipment are cleaned frequently and meticulously after use or rotated for a period of 48 hours (72 hours for plastics) between use by different groups</li> </ul> </li> </ul>				



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		<ul style="list-style-type: none"> <li>○ Outdoor play equipment is in use but is cleaned frequently</li> <li>○ Parents and pupils instructed to limit the amount of equipment they bring to school each day to essentials only</li> <li>○ Pupils &amp; teachers can take shared books home but un-necessary sharing is avoided</li> </ul>				
<p>Prevention</p> <p>7. Where necessary, wear appropriate personal protective equipment (PPE)</p>	<b><u>M</u></b>	<p><a href="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#effective-infection-protection-and-control">safe working in education, childcare and children’s social care</a>  <a href="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#effective-infection-protection-and-control">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#effective-infection-protection-and-control</a></p> <ul style="list-style-type: none"> <li>● Face coverings are not classified as PPE  <a href="https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control/covid-19-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control/covid-19-personal-protective-equipment-ppe</a></li> <li>● PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings.</li> <li>● Most staff will not require PPE beyond what they would normally need for their work.</li> <li>● If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE will continue to be used.</li> <li>● Additional PPE for COVID-19 is only required in a very limited number of scenarios, for example, when: <ul style="list-style-type: none"> <li>○ a pupil becomes ill with COVID-19 symptoms, and only then if a 2 metre distance cannot be maintained</li> <li>○ performing aerosol generating procedures (AGPs)</li> </ul> </li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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		<ul style="list-style-type: none"> <li>Sufficient suitable PPE is available in school</li> <li>Staff trained in the use &amp; disposal of PPE if this becomes necessary</li> </ul>				
<p>Prevention</p> <p>8. Always keep occupied spaces well ventilated</p>	<b><u>M</u></b>	<p><a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a></p> <p><a href="https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems">https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems</a></p> <p>Mechanical Ventilation Systems</p> <ul style="list-style-type: none"> <li>Are adjusted to full fresh air or to increase the ventilation rate wherever possible</li> <li>Where systems cannot be adjusted, they remain in operation where they are within a single room and supplemented by an outdoor air supply</li> <li>Other mechanical ventilation systems have been taken out of use</li> </ul> <p>Natural Ventilation</p> <ul style="list-style-type: none"> <li>Some windows are opened just enough to provide constant background ventilation</li> <li>Windows are opened more fully during breaks to purge the air in the space</li> <li>Internal doors (but not fire doors) may also be left open to create a throughput of air</li> <li>External doors may also be used – weather and temperature permitting</li> </ul> <p>Heating</p> <ul style="list-style-type: none"> <li>Will be used as necessary to ensure comfort levels are maintained, particularly in occupied spaces.</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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Prevention 9. Asymptomatic Testing in schools		Primary Aged Pupils  There is currently no requirement for testing of primary aged pupils				
Response to any infection  10. Engage with the NHS Test and Trace process	<b><u>M</u></b>	<ul style="list-style-type: none"> <li>• The school will engage with the NHS Test and Trace process <a href="https://www.gov.uk/government/guidance/stay-at-home-guidance-for-households-with-possible-or-confirmed-coronavirus-covid-19-infection">Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection - GOV.UK (www.gov.uk)</a></li> <li>• Staff, pupils or parents and carers will need to book a test, self-isolate and not come to school if they:               <ul style="list-style-type: none"> <li>○ develop symptoms</li> <li>○ have been in close contact with someone who tests positive for COVID-19</li> <li>○ have anyone in their household or support or childcare bubble develops symptoms of COVID-19</li> </ul> </li> <li>• They must also self-isolate if they have been advised to isolate by NHS test and trace or the PHE local health protection team</li> <li>• They are requested to provide details of anyone they have been in close contact with, if they test positive for COVID-19 or if asked by NHS Test and Trace They are also required to quarantine if they have recently visited countries outside the common travel area <a href="https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive">https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive</a></li> </ul> <p><b>Polymerase Chain Reaction (PCR) Test</b></p> <ul style="list-style-type: none"> <li>• Anyone who displays symptoms of COVID-19 can and should get a PCR test.</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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		<ul style="list-style-type: none"> <li>Tests for symptomatic illness can be ordered by telephone via NHS 119 or booked online through the NHS testing and tracing for coronavirus (COVID-19) website <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/">https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/</a></li> <li>All children and young people can be tested if they have symptoms. This includes children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit.</li> <li>The school maintains a small supply of PCR test kits on site to be used in the exceptional circumstance that an individual becomes symptomatic and they may have barriers to accessing testing elsewhere. <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers">https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers</a></li> <li>These kits can be given directly to staff or parents collecting a pupil who has developed symptoms at school</li> <li>These PCR tests kits will also help ensure that symptomatic staff can get a test. If they test negative, they can return to work as soon as they are well and no longer have symptoms of COVID-19.</li> </ul> <p>Parents and staff are requested to inform the school as soon as they get their results</p> <p>NHS COVID-19 app <a href="https://www.gov.uk/government/publications/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges">https://www.gov.uk/government/publications/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges</a></p> <ul style="list-style-type: none"> <li>The app is available to anyone aged 16 and over to download if they choose</li> </ul>				

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		<ul style="list-style-type: none"> <li>This means that staff will be able to use the app.</li> </ul>				
<p>Response to any infection</p> <p>11. Manage confirmed cases of coronavirus (COVID-19) amongst the school and college community</p>	<b><u>M</u></b>	<p>The school will report those tested positive to the Health Protection team, who will:</p> <ul style="list-style-type: none"> <li>Carry out a rapid risk assessment</li> <li>Confirm who has been in close contact with an infected individual, including:                             <ul style="list-style-type: none"> <li>Those living in the same household</li> <li>Whether there has been contact with someone who tested positive</li> <li>Face to face contact including being coughed on &lt; 1m</li> <li>Being &lt; 1 metre for &gt; 1 minute without face-to-face contact</li> </ul> </li> <li>Proximity contact within 1-2m for more than 15 minutes (either as a one-off contact, or added up together over one day)</li> <li>Travelling in the same vehicle or a plane</li> <li>Ensure they are asked to self-isolate</li> <li>Guide the school through the actions they need to take, including provide definitive advice on who must be sent home.</li> <li>The school will keep a proportionate record of pupils and staff in each group, and any close contact that takes places between groups</li> <li>The school will keep in contact with and provide pastoral and education support for individuals who are self-isolating who meet the Public Health definition of vulnerable</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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		<ul style="list-style-type: none"> <li>• Names of individuals with coronavirus will be kept confidential however may be shared appropriately with the Local Authority</li> <li>• Household members of those who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms - unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate; this is a legal obligation.</li> <li>• If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a></li> <li>• They should get a test, and:               <ul style="list-style-type: none"> <li>○ if the test delivers a negative result, they should remain in isolation for the remainder of the 10-day isolation period - this is because they could still develop COVID-19 within the remaining days</li> <li>○ if the test result is positive, they should inform their school immediately, and must isolate from the day of onset of their symptoms and at least the following 10 full days - their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a></li> </ul> </li> <li>• The school will not however request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation, but will use reasonable judgement in determining whether a pupil can attend</li> </ul>				

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		<ul style="list-style-type: none"> <li>The school will report actual or suspected cases of Covid-19 through the government's education setting status form <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings</a></li> </ul> <p>Test and Trace Support Payments</p> <ul style="list-style-type: none"> <li>Where staff are self-isolating, but are on a low income and unable to work from home the school will assist them if they wish to claim under the national Test and Trace Support Payment scheme by providing the relevant information to support their claim.</li> <li>Where parents/carers are on a low income and unable to work from home but have to take time off work to care for a child who is self-isolating the school will provide the relevant information to support their claim</li> </ul>				
Response to any infection 12. Contain any outbreak by following local health protection team advice	<b><u>M</u></b>	<ul style="list-style-type: none"> <li>An outbreak may have occurred if there are two confirmed cases of coronavirus in the school within 10 days or where there is an overall rise in sickness absence where coronavirus is suspected</li> <li>In the event of an outbreak the school will follow the advice of the Health Protection team who will be able to advise if additional action is required</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>
School Operations Transport	<b><u>M</u></b>	<p><a href="https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020">https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020</a></p> <ul style="list-style-type: none"> <li>Staff, parents and pupils are encouraged to walk or cycle to school where possible</li> <li>Families using public transport should refer to the safer travel guidance for passengers <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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		<ul style="list-style-type: none"> <li>• Parents are advised that children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus</li> <li>• For dedicated coaches and minibuses the school will consider wherever possible:                             <ul style="list-style-type: none"> <li>○ social distancing to be maximised within vehicles</li> <li>○ distancing within vehicles wherever possible</li> <li>○ pupils will sit together in their groups or 'bubbles'</li> <li>○ use of hand sanitiser upon boarding and/or disembarking</li> <li>○ additional cleaning of vehicles</li> <li>○ organised queuing and boarding is put in place</li> <li>○ through ventilation - fresh air (from outside the vehicle) is maximised, by opening windows and ceiling vents</li> </ul> </li> </ul> <p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">Coronavirus (COVID-19): safer travel guidance for passengers - GOV.UK (www.gov.uk)</a></p>				
School Operations Attendance	<b><u>M</u></b>	<ul style="list-style-type: none"> <li>• The usual rules on school attendance apply, including:                             <ul style="list-style-type: none"> <li>○ parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age)</li> <li>○ the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</li> </ul> </li> <li>• The school will record attendance, follow up absence and report children missing education to the local authority.</li> </ul> <p><b>Self-Isolation And Shielding</b></p> <ul style="list-style-type: none"> <li>• Pupils who are unable to attend in line with public health advice to self-isolate include those who:</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>



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		<ul style="list-style-type: none"> <li>○ have symptoms or have had a positive test result</li> <li>○ live with someone who has symptoms or has tested positive and are a household contact</li> <li>○ are a close contact of someone who has COVID-19</li> </ul> <p><b>The Vulnerable</b></p> <ul style="list-style-type: none"> <li>● Since the 1 April, those who are clinically extremely vulnerable (CEV) are no longer advised to shield. <a href="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.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</a></li> <li>● All CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend.</li> <li>● Pupils who live with someone who is CEV should continue to attend school as normal.</li> <li>● The school will not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to illness. <a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a></li> <li>● If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, rather than a doctors' note.</li> <li>● Input from GPs will only be sought where there are complex health needs or persistent absence issues.</li> <li>● The school will offer pastoral support to pupils who are self-isolating or vulnerable</li> <li>● Where pupils are not able to attend school, as they are following clinical or public health advice related to COVID-19, the absence will not be penalised.</li> </ul>				

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		<ul style="list-style-type: none"> <li>• The school will put measures in place to keep in contact with pupils who are self-isolating are within the definition of vulnerable <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#vulnerable-children-and-young-people">https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#vulnerable-children-and-young-people</a></li> <li>• When a vulnerable pupil is required to self-isolate, the school will                             <ul style="list-style-type: none"> <li>○ notify their social worker (if they have one)</li> <li>○ agree with the social worker the best way to maintain contact and offer support</li> </ul> </li> <li>• The school will ensure that vulnerable pupils are able to access remote education and supported to access it (as far as possible), and regular checks will be made to ensure that they are accessing remote education</li> </ul> <p><b>Pupils And Families Who Are Anxious About Attending School</b> <a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a></p> <ul style="list-style-type: none"> <li>• Where some pupils, parents/carers and households may be reluctant or anxious about attending, the school will discuss any concerns with them and provide reassurance about the measures in place to reduce any risks including the system of controls and testing.</li> <li>• The school will consider any other specific accommodations that can be put in place through discussion with parents/carers to ensure that the pupil can regularly attend and emphasise the benefits of regular attendance.</li> <li>• Parents/carers will be reminded that pupils of compulsory school age must be in school unless a statutory reason applies.</li> </ul> <p><b>Pupils Abroad Who Are Unable To Return</b></p>				

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		<ul style="list-style-type: none"> <li>The school will work with the LA to engage with families who are abroad to understand the child’s circumstances and their plans to return.</li> <li>Families will be encouraged to return where they are able to, emphasising the benefits of regular school attendance and reminded that school attendance is mandatory.</li> <li>Where possible the school will provide remote education for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</li> <li>All pupils travelling to England must adhere to government travel advice and parents should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return.</li> <li>Those arriving from a 'red list' country, or have transited through one in the past 10 days, must quarantine in a government approved facility with a parent or legal guardian rather than at home.</li> </ul> <p><b>Encouraging Regular School Attendance</b></p> <ul style="list-style-type: none"> <li>The school will continue to communicate clearly and consistently the expectations around school attendance to families and any other professionals who work with the family where appropriate.</li> <li>The school will also identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them, with particular emphasis on:               <ul style="list-style-type: none"> <li>disadvantaged and vulnerable children and young people</li> <li>pupils who were persistently absent prior to the pandemic</li> <li>pupils who have not engaged with school regularly during the pandemic</li> </ul> </li> </ul>				

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		<ul style="list-style-type: none"> <li>The school will use catch-up funding to support families who will need additional help to secure pupils' regular attendance, as well as existing pastoral and support services, attendance staff and pupil premium funding.</li> </ul> <p>The school will also work closely with other professionals across the education and health systems, where appropriate, to support school attendance. This includes notifying the pupil's social worker, if they have one, of non-attendance.</p>				
School Operations Workforce	<b><u>M</u></b>	<p>All Staff</p> <ul style="list-style-type: none"> <li>Have been informed of and are required to follow the guidance set out in this risk assessment including:                             <ul style="list-style-type: none"> <li>taking particular care to observe good hand and respiratory hygiene</li> <li>minimising contact and maintaining social distancing - ideally 2 metres</li> <li>wearing appropriate face covering as required</li> <li>where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others</li> <li>continuing to take care to socially distance from other adults including older children and adolescents</li> </ul> </li> </ul> <p>Staff who are Clinically Extremely Vulnerable</p> <ul style="list-style-type: none"> <li>From 1<sup>st</sup> April 2021 these staff are no longer advised to shield</li> <li>Staff who are identified as clinically extremely vulnerable have been advised to follow the published guidance.</li> </ul> <p><a href="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.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</a></p> <ul style="list-style-type: none"> <li>The school will discuss with clinically extremely vulnerable staff how they will be supported, including to work from home</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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		<p>Staff who are Clinically Vulnerable</p> <ul style="list-style-type: none"> <li>• Can continue to attend school - Individual risk assessment carried out as appropriate</li> <li>• While in school they have been advised to follow the measures in this document to minimise the risks of transmission, including: <ul style="list-style-type: none"> <li>○ observing good hand and respiratory hygiene,</li> <li>○ minimising contact and maintaining social distancing</li> <li>○ where distancing is not possible to avoid close face to face contact and</li> <li>○ minimising time spent within one metre of others.</li> </ul> </li> <li>• People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings.</li> </ul> <p>Non Face to Face Staff</p> <ul style="list-style-type: none"> <li>• Where some staff roles may be conducive to home working the school will consider what is feasible and appropriate</li> </ul> <p><b>Staff who are Pregnant:</b></p> <p>Pregnant women are considered Clinically Vulnerable and are advised to follow the specific government guidance</p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees">https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees</a></p> <p>In some cases, pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply.</p> <p>Female staff of childbearing age, who are pregnant or who are breastfeeding have been referred to the government vaccination guidance</p>				

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		<p><a href="https://www.gov.uk/government/publications/covid-19-vaccination-women-of-childbearing-age-currently-pregnant-planning-a-pregnancy-or-breastfeeding/covid-19-vaccination-a-guide-for-women-of-childbearing-age-pregnant-planning-a-pregnancy-or-breastfeeding">https://www.gov.uk/government/publications/covid-19-vaccination-women-of-childbearing-age-currently-pregnant-planning-a-pregnancy-or-breastfeeding/covid-19-vaccination-a-guide-for-women-of-childbearing-age-pregnant-planning-a-pregnancy-or-breastfeeding</a></p> <p>The school's workplace risk assessment includes risks to female employees of childbearing age and, in particular, risks to new and expectant mothers</p> <p>An Individual risk assessment will be carried out for pregnant staff and this will be updated regularly, including at 28 weeks</p> <p>Adapting duties and/or facilitating home working will be considered to mitigate risks</p> <p>The school will follow the same principles for pregnant pupils, in line with our wider health and safety obligations [delete if not applicable]</p> <p><b>Staff who may Otherwise be at Increased Risk:</b></p> <p><a href="https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/">https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/</a></p> <p>Staff who feel they may be at increased risk but who have not been identified as clinically extremely vulnerable can attend school as long as the system of controls set out in this risk assessment are in place.</p> <p>Staff who live with those who may have comparatively increased risk from COVID-19 can attend the workplace where it is not possible to work from home.</p> <p>Individual risk assessment carried out for these employees.</p> <p><b>Health &amp; Safety &amp; Equalities:</b></p> <p>Health &amp; Safety and equality risks will continue to be assessed</p> <p>First Aiders in school will follow the HSE guidance on first aid during coronavirus at <a href="https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm">https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm</a></p>				

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	<p><b>Supporting Staff:</b></p> <p><a href="https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers">https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</a></p> <p><b>Education Support</b> - the mental health and wellbeing charity for education staff Mental health and bereavement support for teachers - Our Frontline (mentalhealthatwork.org.uk)</p> <p>Staff will be supported by governors and senior leaders having regard work life balance and wellbeing</p> <p>Staff will be given information that explains the Covid control measures that are in place and that staff are involved in the process</p> <p>The school will continue to provide mechanisms to support staff wellbeing, including where staff may be anxious about attending</p> <p><b>Staff Deployment:</b></p> <p><a href="https://www.gov.uk/guidance/school-workload-reduction-toolkit">https://www.gov.uk/guidance/school-workload-reduction-toolkit</a></p> <p><a href="https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19">https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19</a></p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a></p> <p>Managers will discuss and agree any changes to staff roles</p> <p>Appropriate checks are made if staff are engaging in regulated activity</p> <p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p> <p><b>Supply Staff And Other Temporary Or Peripatetic Staff</b></p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a></p> <p>Supply teachers and staff can continue to be used, and they can move freely between schools, including also:</p>				
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		<p>support staff working on a supply basis</p> <p>peripatetic staff such as music tutors and sports coaches</p> <p>those working in before and after school clubs</p> <p>Such staff and visitors must follow the school's arrangements for managing and minimising risk based on the system of controls set out in this risk assessment</p> <p>They are given access to information on the safety arrangements as soon as possible after the booking</p> <p>Mixing of volunteers across groups is kept to a minimum</p> <p>Supply staff, and all temporary staff are included in school communications, policies and processes for asymptomatic testing including provision of test kits where feasible</p> <p><b>Other Support Including Specialist Staff</b></p> <p>Specialists, therapists, clinicians and other support staff for pupils with special educational needs and disability (SEND) can attend school to provide interventions as usual where this is reasonably necessary, including where this requires them to move between settings.</p> <p>Volunteers may be used to support the work of the school, as would usually be the case and they are properly supported and given appropriate roles.</p> <p>Where they are used, volunteers are checked and risk assessed in accordance with the process in the volunteer section of</p> <p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p> <p>Volunteers who have not been checked are not left unsupervised or allowed to work in regulated activity.</p> <p>Mixing of volunteers across groups is kept to a minimum, and they are required to adhere to the system of controls in place</p>				



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Area for concern	Prior Risk Rating H/M/L	Risk Control Measures	By who?	By when?	Post Risk Rating H/M/L	In place? Yes/No
		<ul style="list-style-type: none"> <li>• Recruitment                             <ul style="list-style-type: none"> <li><a href="https://teaching-vacancies.service.gov.uk/">https://teaching-vacancies.service.gov.uk/</a> <ul style="list-style-type: none"> <li>○ will continue as usual, operating remotely if appropriate</li> </ul> </li> <li><a href="https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/">https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/</a></li> <li><a href="https://teaching.blog.gov.uk/2020/06/12/attending-your-first-remote-interview/">https://teaching.blog.gov.uk/2020/06/12/attending-your-first-remote-interview/</a> <ul style="list-style-type: none"> <li>○ Legal requirements for pre-appointment checks will continue to be met</li> </ul> </li> <li><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></li> <li><a href="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-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers</a> <ul style="list-style-type: none"> <li>○ Early career materials have been made available by DfE</li> </ul> </li> <li><a href="https://www.gov.uk/government/collections/early-career-framework-reforms">https://www.gov.uk/government/collections/early-career-framework-reforms</a></li> </ul> </li> <li>• Recruitment: Supply teachers and other temporary or peripatetic teachers  <a href="https://www.gov.uk/government/publications/deal-for-schools-hiring-supply-teachers-and-agency-workers">Deal for schools: hiring supply teachers and agency workers - GOV.UK (www.gov.uk)</a> <ul style="list-style-type: none"> <li>○ Will continue to be used as required</li> <li>○ The school will seek to minimise the numbers of different individuals employed by utilising longer assignments</li> <li>○ Such staff will be expected to comply with the school's controls for managing Covid-19</li> </ul> </li> <li>• Teacher trainees may be employed if this is appropriate</li> </ul>				

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		<p>Performance Management</p> <ul style="list-style-type: none"> <li>• Appraisals and performance management will continue to be undertaken in accordance with staff contracts of employment</li> <li>• Staff will not be penalised in the appraisal process or in respect of pay progression as a result of restrictions to pupil attendance at school.</li> <li>• Staff taking leave involving foreign travel             <ul style="list-style-type: none"> <li>○ Staff will be made aware that the government has set a requirement for people returning from some countries to quarantine for 10 days on their return</li> </ul> </li> </ul> <p><a href="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-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk</a></p> <ul style="list-style-type: none"> <li>○ Staff will also be reminded there may be risk of return travel being disrupted by COVID-19</li> <li>○ Where staff are quarantined during term time, consideration will be given to allowing them to temporarily work from home.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Volunteers</b> <ul style="list-style-type: none"> <li>○ Volunteers may be used as would usually be the case, and they will be properly supported and given appropriate roles</li> <li>○ Checking and risk assessment processes will be followed</li> </ul> </li> </ul> <p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p> <ul style="list-style-type: none"> <li>○ Mixing of volunteers across groups will be kept to a minimum and 2m distancing will be observed where possible</li> </ul> <p>Staff Concerns</p> <ul style="list-style-type: none"> <li>• If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or who believe they may be at possible increased risk from coronavirus, school leaders will discuss any concerns individuals may have</li> </ul>			
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		around their particular circumstances and reassure staff about the protective measures in place.				
School Operations Safeguarding	<b><u>M</u></b>	<ul style="list-style-type: none"> <li>Child Protection Policy has been reviewed by Designated Safeguarding Lead (DSL) to reflect the return of more pupils <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a> <a href="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-safeguarding-in-schools-colleges-and-other-providers</a></li> <li>DSL and deputies are provided with more time, to help them provide additional support to staff and children and the handling of referrals to children social care and other agencies where these are appropriate</li> <li>DSL will work with outside agencies to look for signs of harms</li> <li>Lead First Aiders have been communicated with re their continued virtual support to pupils who have not been at school</li> </ul>	HO EW	ongoing	L	Y
School Operations Catering	<b><u>M</u></b>	<ul style="list-style-type: none"> <li>School meals and kitchens will be fully open</li> <li>Kitchens will comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a></li> <li>Contact between catering staff, lunchtime supervisors and pupils is minimised</li> <li>The school will continue to provide school meal support for pupils who are eligible for benefits related to free school meals by way of supermarket vouchers</li> </ul>	HO EW	ongoing	L	Y

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School Operations Estate (Premises)	<b><u>M</u></b>	<p><a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a></p> <ul style="list-style-type: none"> <li>All rooms, including staff offices and staff rooms have a maximum capacity set and this is displayed on all entry doors.</li> <li>Chairs and other furniture have been re-arranged to reflect social distancing and capacity</li> <li>Non-essential visitors' chairs have been removed from offices and other spaces</li> <li>Physical restrictions have been put in place for use of furniture in communal spaces including staff rooms and halls</li> <li>Where appropriate classroom floors will be physically marked with social distancing for the teacher areas (delete if not applicable)</li> <li>Need for any minor alterations has been reviewed</li> <li>Usual pre-term building checks are undertaken</li> <li>Water hygiene regime is in place</li> </ul> <p><a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></p>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>
School Operations Offsite Visits	<b><u>M</u></b>	<p><b>Educational Day Visits</b></p> <ul style="list-style-type: none"> <li>The school has been able to resume educational day visits from 12<sup>th</sup> April 2021</li> <li>All educational day visits are conducted in line with current relevant COVID-secure guidelines and regulations including systems of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.</li> <li>Full and thorough risk assessments are undertaken prior to school visits to ensure they can be undertaken safely.</li> </ul>	<b>HO SH</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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		<p><a href="https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits">https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</a></p> <p><b>Domestic Residential Educational Visits</b></p> <ul style="list-style-type: none"> <li>The school can undertake domestic residential education visits, from 17<sup>th</sup> May 2021.</li> <li>Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time.</li> <li>Pupils will be kept within their consistent groups (bubbles) for the purpose of the visit.</li> <li>Risk assessments for residential educational visits will be undertaken in accordance with Annex C of</li> </ul> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak">Actions for schools during the coronavirus outbreak - GOV.UK (www.gov.uk)</a></p> <p><b>Insurance</b></p> <ul style="list-style-type: none"> <li>The school will secure appropriate travel insurance including cancellation-related cover ensure that adequate financial protection is in place</li> </ul> <p><b>International visits</b></p> <p>The school will not undertake any international visits this academic year given complexities attached to international travel at this stage of the pandemic</p>				
School Operations School Uniform	<b><u>M</u></b>	<ul style="list-style-type: none"> <li>Pupils attending school are required to wear their school uniforms</li> <li>Because increased ventilation may make school buildings cooler than usual over the winter months parents have been advised to provide sufficient suitable clothing in addition to the school uniform</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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School Operations Extra-Curriculum Provision	<b><u>M</u></b>	<p><a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a></p> <p><a href="https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a></p> <ul style="list-style-type: none"> <li>• Breakfast and after-school provision will be operated</li> <li>• Control measures will include keeping children within their year groups or bubbles where possible</li> <li>• If this is not possible then small, consistent groups will be used</li> <li>• As with physical activity during the school day, the system of controls will be followed. This will include the cleaning of equipment between groups</li> <li>• Parents will be advised to limit their out of school providers to one plus the school as far as possible <a href="#">Guidance for parents and carers of children attending out-of-school settings during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk)</a></li> <li>• Lettings of school premises outside school hours subject to agreement with hirers and compliance with the school's house rules and government guidance on working safely during coronavirus</li> <li>• The school will complete thorough risk assessments before running transitional, taster and open days to ensure that they are run in line with your system of controls and align with the advice contained within this guidance and the roadmap out of lockdown</li> </ul>	HO LH	ongoing	L	Y

## Coronavirus (COVID-19): Risk Assessment – Full Reopening from 8<sup>th</sup> March 2021 – Updated 26-05-2021

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		<p><a href="https://www.gov.uk/government/publications/covid-19-response-spring-2021/covid-19-response-spring-2021-summary#step-3---not-before-17-may">https://www.gov.uk/government/publications/covid-19-response-spring-2021/covid-19-response-spring-2021-summary#step-3---not-before-17-may</a></p> <p><a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a></p> <p>Breakfast and after-school provision is in operation where appropriate</p> <ul style="list-style-type: none"> <li>• From 17<sup>th</sup> May 2021, wraparound and other extra-curricular activities for children are able to take place in groups of any number, however, it will remain important to continue to minimise mixing between children, where possible.</li> <li>• Control measures to minimise mixing between children include keeping children within consistent groups where possible.</li> <li>• Smaller groups will be considered when it is not possible to do this.</li> <li>• When considering appropriate group sizes the school will take into account factors such as the recommended occupancy levels of the premises and levels of ventilation.</li> <li>• Where parents are known to be using external childcare providers or out of school extra-curricular activities for their children they have been referred the link to the guidance for parents and carers</li> </ul> <p><a href="https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a></p>				

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		<ul style="list-style-type: none"> <li>Where the school hires out our premises for use by external wraparound childcare providers, such as after-school or holiday clubs, they have been advised to consider the relevant government guidance for their sector put in place protective measures</li> </ul>				
<p>Curriculum, Behaviour and Pastoral Support</p> <p>Early Years Foundation Stage to Key Stage 1</p>	<b><u>M</u></b>	<p><a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications">Early years foundation stage: coronavirus disapplications - GOV.UK (www.gov.uk)</a></p> <p>The school will prioritise the most important components for progression</p> <p>For pupils in Reception, focus is on assessing and addressing</p> <ul style="list-style-type: none"> <li>gaps in language</li> <li>early reading</li> <li>mathematics,</li> <li>ensuring phonics knowledge</li> <li>extending vocabulary.</li> <li>Early years foundation stage (EYFS) disapplication guidance.</li> </ul> <p><a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</a></p> <p>For pupils in key stages 1 and 2 priorities are:</p> <ul style="list-style-type: none"> <li>identifying gaps</li> <li>re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics)</li> <li>identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>



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		<ul style="list-style-type: none"> <li>The curriculum to remain broad, so that the majority of pupils are taught a full range of subjects over the year</li> <li>Consideration of how all subjects can contribute to the filling of gaps in core knowledge, e.g. through an emphasis on reading</li> </ul> <p>Actions for schools during the coronavirus outbreak - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</p> <p>RSE</p> <ul style="list-style-type: none"> <li>The school will provide some relationships, sex and health education to all pupils in the academic year 2020 to 2021</li> <li>The school will publish a relationships and sex education (RSE) policy and consult parents on this. Parents will be engaged on the school's RSE policy, though this may be online instead of in person.</li> <li>The RSHE teaching and content will focus on the immediate needs of pupils, e.g. health education, positive relationships, as well as mental and physical health, with the intention of introducing a more comprehensive RSHE programme in September 2021</li> </ul>				
Curriculum, Behaviour and Pastoral Support  Music Dance & Drama	<b><u>M</u></b>	<ul style="list-style-type: none"> <li>Singing, wind and brass instrument playing can be undertaken in line with <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</a></li> </ul> <p>Minimising Contact Between Individuals</p> <ul style="list-style-type: none"> <li>The school will do everything possible to minimise contacts and mixing to reduce the number of contacts between pupils and students, and staff.</li> <li>This will be achieved through keeping groups separate (in bubbles) <b>and</b> through maintaining the social distance between individuals.</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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		<ul style="list-style-type: none"> <li>The balance between both measures will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum.</li> <li>Staff will try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</li> <li>Reduction in group sizes may be employed to achieve social distancing during music, dance and drama lessons.</li> <li>Background or accompanying music will be kept at levels which do not encourage teachers or other performers to raise their voices unduly, including where appropriate using microphones</li> <li>Use of microphones will be in accordance with government guidelines on handling of equipment:</li> <li>Where there is singing, the following guidance will be followed: <a href="https://www.gov.uk/guidance/covid-19-suggested-principles-of-safer-singing">COVID-19: suggested principles of safer singing - GOV.UK (www.gov.uk)</a></li> <li>Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained</li> </ul> <p>Performances</p> <ul style="list-style-type: none"> <li>Face-to-face performances in front of a live audience will be conducted in accordance with DCMS <a href="https://www.gov.uk/guidance/performing-arts">performing arts</a> guidance, implementing events in the lowest risk order as described.</li> </ul> <p><a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</a></p>				

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		<p>Peripatetic Teachers</p> <p>The schools may engage peripatetic teachers during this period, including staff from music education hubs</p> <p><a href="#">Music Education Hubs   Arts Council England</a></p> <p><b>Playing outdoors</b></p> <ul style="list-style-type: none"> <li>• Playing instruments and singing in groups will take place outdoors wherever possible.</li> </ul> <p><b>Playing indoors</b></p> <ul style="list-style-type: none"> <li>• If playing indoors, numbers will be limited in relation to the available space, using rooms with as much space as possible to enable dilution of aerosol transmission.</li> <li>• Numbers may also be limited to account for ventilation of the space and the ability to social distance.</li> </ul> <p><a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a></p> <p>Social distancing</p> <ul style="list-style-type: none"> <li>• In the smaller groups where these activities can take place the school will observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, and that 2 metres is appropriate.</li> </ul> <p>Seating positions</p> <ul style="list-style-type: none"> <li>• Pupils will be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible.</li> <li>• Wind and brass players will be positioned so that the air from their instrument does not blow into another player.</li> </ul>			
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		<p>Microphones</p> <ul style="list-style-type: none"> <li>• Microphones will be used where possible or encourage singing quietly.</li> </ul> <p>Handling Equipment and Instruments</p> <ul style="list-style-type: none"> <li>• Increased handwashing will be employed before and after handling equipment, especially if being used by more than one person.</li> <li>• Sharing of instruments and equipment will be avoided wherever possible.</li> <li>• Name labels will be placed on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.</li> <li>• If instruments and equipment have to be shared, they will be disinfected regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users,</li> </ul> <p><a href="https://www.gov.uk/guidance/factories-plants-and-warehouses-working-safely-during-coronavirus-covid-19">Factories, plants and warehouses - Working safely during coronavirus (COVID-19) - Guidance - GOV.UK (www.gov.uk)</a></p> <ul style="list-style-type: none"> <li>• Instruments will be cleaned by the pupils playing them, where possible.</li> <li>• Handling of music scores, parts and scripts will be limited to the individual using them.</li> <li>• The number of suppliers hiring instruments and equipment will also be limited</li> <li>• The School will agree whose responsibility cleaning hired instruments is with the suppliers before they arrive on site</li> <li>• Hire equipment, instruments or tools will also be cleaned on arrival and before first use and before return.</li> <li>• Equipment and instruments will be stored in a clean location if they are delivered before they are needed</li> </ul>				

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		<ul style="list-style-type: none"> <li>Pick up and drop off collection points will be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.</li> </ul> <p>Individual Lessons and Performance In Groups</p> <ul style="list-style-type: none"> <li>Individual lessons in music, dance and drama can resume.</li> <li>If this means teachers interacting with pupils from multiple groups, then particular care will be taken, in line with the measures set out above on peripatetic teachers.</li> <li>In individual lessons for music, dance and drama, social distancing will be maintained wherever possible, and teachers will avoid providing physical correction.</li> </ul> <p>Social Distancing</p> <ul style="list-style-type: none"> <li>Between pupil and teacher (current guidance is that if the activity is face-to-face and without mitigations, 2 metres is appropriate), accounting for ventilation of the space being used.</li> <li>Pupil and teacher will be positioned side by side if possible.</li> </ul>				
Curriculum, Behaviour and Pastoral Support  Physical Activity	<b><u>M</u></b>	<p><a href="https://www.sportengland.org/how-we-can-help/coronavirus">https://www.sportengland.org/how-we-can-help/coronavirus</a></p> <p><a href="https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf">https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf</a></p> <p><a href="https://www.youthsporttrust.org/coronavirus-support-schools">https://www.youthsporttrust.org/coronavirus-support-schools</a></p> <p><a href="https://www.swimming.org/swimengland/pool-return-guidance-documents/">https://www.swimming.org/swimengland/pool-return-guidance-documents/</a></p> <p><a href="#">Coronavirus (COVID-19): grassroots sports guidance for the public and sport providers - GOV.UK (www.gov.uk)</a></p> <ul style="list-style-type: none"> <li>PE and team sports may be undertaken</li> <li>Approved team sports which are on the government's guidance list:</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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		<p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-guidance-on-the-phased-return-of-elite-sport">Coronavirus (COVID-19): guidance on the phased return of elite sport - GOV.UK (www.gov.uk)</a></p> <ul style="list-style-type: none"> <li>• Pupils are kept in consistent groups</li> <li>• Sports equipment cleaned between each use by different groups</li> <li>• Outdoor sports are preferred and prioritised where possible</li> <li>• Indoor sports if undertaken will be carried out in large well-ventilated space</li> <li>• Maximising distancing between pupils</li> <li>• Paying scrupulous attention to cleaning and hygiene</li> <li>• External facilities can also be used in line with government guidance</li> <li>• Specific risk assessments will be applied to use of external coaches, clubs and organisations for curricular and extra-curricular activities</li> <li>• Physical activities will operate within wider school protective measures</li> <li>• Competition between different schools will not take place until wider grassroots sport for under 18s is permitted</li> </ul>				
Curriculum, Behaviour and Pastoral Support  Catch Up Support	<b><u>M</u></b>	<p><a href="https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/">https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/</a></p> <p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium">https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium</a></p> <ul style="list-style-type: none"> <li>• Individual pupil needs will be assessed in respect of catch up support required</li> <li>• Direct or indirect support will be provided</li> <li>• The school will also consider participation in the National Tutoring Programme for one to one tuition <a href="https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/">https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/</a></li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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Curriculum, Behaviour and Pastoral Support  Pupil Wellbeing and Support	<b><u>M</u></b>	<p><a href="https://www.gov.uk/guidance/teaching-about-mental-wellbeing">https://www.gov.uk/guidance/teaching-about-mental-wellbeing</a></p> <p><a href="https://youtu.be/MYmBLnSQh3M">https://youtu.be/MYmBLnSQh3M</a></p> <p><a href="http://www.sendgateway.org.uk/download.562CD801-B654-41A5-862E3DF51096D027.html">http://www.sendgateway.org.uk/download.562CD801-B654-41A5-862E3DF51096D027.html</a></p> <p><a href="http://www.sendgateway.org.uk/download.3EBB9861-73CA-4624-A1E2D4BC8ABFE6C0.html">http://www.sendgateway.org.uk/download.3EBB9861-73CA-4624-A1E2D4BC8ABFE6C0.html</a></p> <p><a href="http://www.sendgateway.org.uk/download.AFCE48A2-4932-4462-983D77E17A4AAA01.html">http://www.sendgateway.org.uk/download.AFCE48A2-4932-4462-983D77E17A4AAA01.html</a></p> <p><a href="http://www.sendgateway.org.uk/download.19DF2054-9B87-436C-9D3C8774964FA5EC.html">http://www.sendgateway.org.uk/download.19DF2054-9B87-436C-9D3C8774964FA5EC.html</a></p> <p><a href="https://www.sendgateway.org.uk/whole-school-send/find-wss-resources/">https://www.sendgateway.org.uk/whole-school-send/find-wss-resources/</a></p> <p><a href="https://www.sendgateway.org.uk/whole-school-send/join-our-community-of-practice.html">https://www.sendgateway.org.uk/whole-school-send/join-our-community-of-practice.html</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899384/Checklist_for_school_leaders_on_behaviour_and_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899384/Checklist_for_school_leaders_on_behaviour_and_attendance.pdf</a></p> <p><a href="https://www.gov.uk/guidance/teaching-about-mental-wellbeing">https://www.gov.uk/guidance/teaching-about-mental-wellbeing</a></p> <p><a href="https://www.minded.org.uk/">https://www.minded.org.uk/</a></p> <p><a href="https://covid.minded.org.uk/">https://covid.minded.org.uk/</a></p> <p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p> <p><a href="https://www.gov.uk/government/publications/healthy-child-programme-0-to-19-health-visitor-and-school-nurse-commissioning">https://www.gov.uk/government/publications/healthy-child-programme-0-to-19-health-visitor-and-school-nurse-commissioning</a></p> <ul style="list-style-type: none"> <li>• Staff and School Leaders should be aware pupils may be experiencing emotions</li> <li>• Particularly for vulnerable children, including those with complex needs</li> <li>• Pupils requiring support will be identified</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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		<ul style="list-style-type: none"> <li>• Senior Leaders will consider the provision of pastoral and extra-curricular activities to all pupils designed to:                             <ul style="list-style-type: none"> <li>○ support the rebuilding of friendships and social engagement</li> <li>○ address and equip pupils to respond to Covid-19 issues linked</li> <li>○ support pupils with approaches to improving their physical and mental wellbeing</li> </ul> </li> <li>• More focused pastoral support will be provided where issues are identified that individual pupils may need help with</li> <li>• Staff understand that every interaction matters <a href="#">MindEd Hub</a></li> <li>• Consideration will be given to children in need and others including vulnerable pupils who may need additional help or support, e.g. with stress, fear, trauma and bereavement  <a href="https://covid.minded.org.uk/">https://covid.minded.org.uk/</a></li> <li>• The School Nursing Services will be engaged to support the health and well-being of their pupils, including over:                             <ul style="list-style-type: none"> <li>○ support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues</li> <li>○ support for pupils with additional and complex health needs</li> <li>○ supporting vulnerable children and keeping children safe</li> <li>○ delivery of the healthy child programme</li> </ul> </li> </ul>				



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Curriculum, Behaviour and Pastoral Support  Behaviour Expectations	<b><u>M</u></b>	<ul style="list-style-type: none"> <li>Behaviour Policy updated for Covid-19 <a href="https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools">https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools</a></li> <li>Staff, pupils &amp; Parents understand behaviour expectations</li> <li>Behaviour standards are enforced consistently</li> <li>Disciplinary and reward outcomes are included</li> <li>Staff working with specific pupils who have not re-engaged</li> <li>Support to overcome barriers to attendance and behaviour</li> <li>Support pupils with trauma anxiety including bereavement</li> <li>Staff able to identify social, emotional and mental health concerns</li> <li>School has access to Educational Psychologists, social workers, and counsellors</li> <li>Specific support for pupils with SEND</li> </ul> <p><a href="#">Checklist for school leaders to support full opening: (publishing.service.gov.uk)</a></p>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>
Assessment and accountability  Inspection	<b><u>M</u></b>	<p>DfE have stated that Ofsted will resume its full programme of inspections in Sep-21</p> <ul style="list-style-type: none"> <li>During the summer term, Ofsted is restarting some onsite inspections under its Education Inspection Framework.</li> <li>Ofsted has published an updated school inspection handbook and section 8 inspection handbook which take account of the challenges raised by COVID-19.</li> <li><a href="https://www.gov.uk/government/publications/school-inspection-handbook-eif">https://www.gov.uk/government/publications/school-inspection-handbook-eif</a></li> <li><a href="https://www.gov.uk/government/publications/section-8-school-inspection-handbook-eif">https://www.gov.uk/government/publications/section-8-school-inspection-handbook-eif</a></li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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Assessment and Accountability Exams	<b><u>M</u></b>	<p><b>Primary Assessment</b></p> <ul style="list-style-type: none"> <li>Statutory Key Stage 1 and Key Stage 2 tests and key teacher assessments planned for summer 2021, have been cancelled including the Key Stage 2 tests in reading and mathematics.</li> <li>The school will continue to use assessment during the summer term, e.g. using past test papers in order to give information to parents on their child's attainment in their annual report, and to support transition to secondary school.</li> <li>We are planning for a full programme of primary assessments to take place in the next academic year.</li> </ul>	HO EW	ongoing	L	Y
Assessment and Accountability Expectations	<b><u>M</u></b>	<p><a href="https://www.gov.uk/government/news/coronavirus-school-and-college-performance-measures">Coronavirus (COVID-19): school and college performance measures - GOV.UK (www.gov.uk)</a></p> <ul style="list-style-type: none"> <li>Performance tables were not published for the 2019 to 2020 academic year. We will not judge schools on data based on exams and assessments from 2020.</li> <li>Data based on exam and assessment results from summer 2021 will not be published on school and college performance tables.</li> <li>Read coronavirus (COVID-19): school and college accountability to see what this means for accountability in 2019 to 2020 and 2020 to 2021. <a href="https://www.gov.uk/government/news/coronavirus-school-and-college-performance-measures">Coronavirus (COVID-19): school and college performance measures - GOV.UK (www.gov.uk)</a></li> </ul>	HO EW	ongoing	L	Y
Contingency Planning for Outbreaks Remote Education	<b><u>M</u></b>	<p>The school will provide remote education to those pupils who are shielding</p> <p><a href="https://www.gov.uk/government/news/coronavirus-education-and-childcare-settings">Contingency framework: education and childcare settings - GOV.UK (www.gov.uk)</a></p> <p>In the event the school is required to revise the delivery model of education. The above guidance will be followed. For remote learning the following will apply:</p>	HO EW	ongoing	L	Y

## Coronavirus (COVID-19): Risk Assessment – Full Reopening from 8<sup>th</sup> March 2021 – Updated 26-05-2021

Area for concern	Prior Risk Rating H/M/L	Risk Control Measures	By who?	By when?	Post Risk Rating H/M/L	In place? Yes/No
		<ul style="list-style-type: none"> <li>• This will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.</li> <li>• The school will               <ul style="list-style-type: none"> <li>○ nominate a senior leader with responsibility for remote learning (give name)</li> <li>○ teach a planned and well-sequenced curriculum</li> <li>○ use high-quality online and offline resources and teaching videos</li> <li>○ give access to high quality remote education resources</li> <li>○ select the online tools that will be consistently used across the school</li> <li>○ where appropriate distribute school-owned laptops accompanied by a user agreement or contract</li> <li>○ provide printed resources for pupils who do not have online access</li> <li>○ work with families of younger and pupils with SEND to meet their needs.</li> <li>○ publish information for pupils, parents and carers about our remote education provision on our website   <a href="https://www.gov.uk/government/templates/remote-education-information-to-parents">Providing remote education information to parents: template - GOV.UK (www.gov.uk)</a> </li> <li>○ set meaningful assignments each day in a number of different subjects</li> <li>○ set work that is of equivalent length to that undertaken in school                   <ul style="list-style-type: none"> <li>▪ primary Key Stage 1 one to three hours a day, on average, across the school cohort with less for younger children</li> <li>▪ primary Key Stage 2 two to four hours a day</li> </ul> </li> </ul> </li> </ul>				

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		<ul style="list-style-type: none"> <li>○ provide frequent, clear explanations of new content to pupils</li> <li>○ set clear expectation on how teachers will check work</li> <li>○ Inform parents immediately where engagement is a concern</li> <li>○ gauge how well pupils are progressing</li> <li>○ provide feedback using digitally facilitated or whole-class feedback</li> <li>○ enable teachers to adjust the pace or difficulty of what is being taught</li> <li>○ ensure the expectations are age appropriate</li> <li>○ ensure expectations are appropriate to SEND</li> <li>○ Ensure remote learning is undertaken safely</li> </ul> <p><a href="https://www.gov.uk/government/guidance/keeping-children-safe-in-education">Keeping children safe in education - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Safe Remote Learning   SWGfL</a></p> <p><a href="https://www.lgfl.net/online-safety">Online Safety - London Grid for Learning (lgfl.net)</a></p> <p><a href="https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-for-remote-learning">Video conferencing services: security guidance for... - NCSC.GOV.UK</a></p> <p><a href="https://www.gov.uk/government/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">Safeguarding and remote education during coronavirus (COVID-19) - GOV.UK (www.gov.uk)</a></p>				
Contingency Planning for Outbreaks  Special Educational Needs	<b><u>M</u></b>	<ul style="list-style-type: none"> <li>• The school will continue to use its best endeavors to secure the special educational provision called for by the pupils' special educational needs.</li> <li>• The school will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.</li> <li>• Where remote learning may impact on the way pupils learn then decisions on the types of services that the pupil can access remotely will be considered on a case by case basis, avoiding a one size fits all approach.</li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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Contingency Planning for Outbreaks Vulnerable Children	<u>M</u>	<ul style="list-style-type: none"> <li>• The school will                             <ul style="list-style-type: none"> <li>○ keep in contact with vulnerable pupils who are self-isolating</li> <li>○ notify their social worker (if they have one) when a vulnerable child is asked to self-isolate</li> <li>○ Agree with the social worker the best way to maintain contact and offer support to the vulnerable pupil</li> <li>○ Check if a vulnerable pupil is able to access remote education support</li> <li>○ Support them to access it (as far as possible)</li> <li>○ Regularly check if they are doing so</li> </ul> </li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>
Contingency Planning for Outbreaks Delivering Remote Education Safely	<u>M</u>	<ul style="list-style-type: none"> <li>• The school will keep pupils safe online <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></li> <li>• Support on delivering online remote education safely is available from: <a href="https://swgfl.org.uk/resources/safe-remote-learning">https://swgfl.org.uk/resources/safe-remote-learning</a> <a href="https://www.lgfl.net/online-safety/default.aspx">https://www.lgfl.net/online-safety/default.aspx</a> <a href="https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations">https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations</a> <a href="https://www.ncsc.gov.uk/guidance/video-conferencingservicesusing-them-securely">https://www.ncsc.gov.uk/guidance/video-conferencingservicesusing-them-securely</a> <a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a></li> </ul>	<b>HO EW</b>	<b>ongoing</b>	<b>L</b>	<b>Y</b>

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Contingency Planning for Outbreaks  Remote Education Support	<u>M</u>	<a href="https://www.gov.uk/guidance/remote-education-duringcoronaviruscovid-19">https://www.gov.uk/guidance/remote-education-duringcoronaviruscovid-19</a> <a href="#">Remote education webinars - GOV.UK (www.gov.uk)</a> <a href="#">Home   EdTech Demonstrator Programme (lgfl.net)</a> <a href="#">Get support guides for laptops, tablets and 4G wireless routers - GOV.UK (education.gov.uk)</a>	HO EW	ongoing	L	Y
Education, Health and Care Plans (EHCP)	<u>M</u>	<ul style="list-style-type: none"> <li>• The school recognises that many pupils will have found restrictions exceptionally difficult socially and emotionally.</li> <li>• Following discussion with the parents and/or the pupil the school will offer additional support and phased returns where needed.</li> <li>• The school will co-operate in supporting timely consultations over potential placements for September, and in providing families with advice and information where requested</li> </ul>	HO EW	ongoing	L	Y
Elective Home Education	<u>M</u>	<p>Parents will be encouraged to send their children to school, particularly those who are vulnerable.</p> <ul style="list-style-type: none"> <li>• Where a parent’s decision to educate at home gives greater cause for concern compared to remaining in school, the school will follow its child safeguarding policy and refer this to the designated safeguarding lead (DSL) who will then consider making a referral to the local authority in line with existing procedures.</li> <li>• Alerting the LA as soon as possible helps them to check if a child is receiving statutory social care services and notify any relevant social worker to work with the home education team to carry out any further checks or assessments that may be needed.</li> <li>• The school will work with the LA and, where possible, coordinate meetings with parents to seek to ensure EHE is being provided in the best interests of the child.</li> </ul>	HO EW	ongoing	L	Y

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		<ul style="list-style-type: none"> <li>The school is not required to provide any support to parents that have withdrawn their child for EHE.</li> <li>Support provided by the LA is discretionary, including support for a child's special educational needs.</li> </ul>				

### Authorised signatures:

#### Prior to school opening

Headteacher:

\_\_\_\_\_

Date:

\_\_\_\_\_

Chair of Governors

\_\_\_\_\_

Date:

\_\_\_\_\_

Chief Executive Officer CLT

\_\_\_\_\_

Date:

\_\_\_\_\_

Bracknell Forest Health & Safety

\_\_\_\_\_

Date:

\_\_\_\_\_

#### Following school opening:

Bracknell Forest Health & Safety

\_\_\_\_\_

Date:

\_\_\_\_\_