

## Schools operating safely during pandemic risk assessment

March 8<sup>th</sup> 2021

This risk assessment is updated in the light of feedback, experience and guidance. Trade unions and staff are invited to comment and this is being made public via the school's website. The Department for Education's guidance is at <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

The Government updated guidance on 22<sup>nd</sup> February 2021 setting out its expectations that schools should prepare for all pupils to return full-time from 8<sup>th</sup> March 2021 including those in school-based nurseries.

Public Health England endorses a 'system of controls' that are a hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) pandemic. When implemented in line with a revised risk assessment, Government advice is that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning and ventilation arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable

Key to the school's risk assessment is:

- avoiding contact between year group bubbles
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

Key measures to prevent spread of coronavirus are:

- minimising 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 school
- Use of face coverings in school, **especially when moving outside the bubble**
- clean hands thoroughly more often than usual
- ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- introducing enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents
- minimising contact between individuals and maintain social distancing wherever possible
- where necessary, wearing appropriate personal protective equipment (PPE)
- always keeping occupied spaces well ventilated
- engaging with the NHS Test and Trace process
- **Staff engagement in voluntary weekly lateral flow testing**
- managing confirmed cases of coronavirus (COVID-19) amongst the school community
- containing any outbreak by following local health protection team advice
- responding to additional guidance if the school is an area that moves to Local COVID Alert Level: high or very high,

Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, Government advice is that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

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 discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.

**The government have reintroduced formal restrictive shielding advice for those deemed Clinically extremely Vulnerable as advised by the Chief Medical officer, this is for a limited period of time. The government will write to individuals to inform them if they are advised to follow formal shielding and not attend the workplace.**

In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and only for a limited period of time. The government will write to individuals to inform them if they are advised to follow formal shielding and not attend the workplace.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.

Increased ventilation may make school buildings cooler than usual over the winter months. Parents are encouraged to ensure their children wear additional, suitable indoor items of clothing to be worn during the winter period.

When children are required to self-isolate, remote learning will be provided. Remote learning will include:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

### **Expectations in all schools**

#### ***Prevention***

**i) Schools will 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 school**

Pupils, staff and other adults should not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days. Schools will ensure anyone developing those symptoms during the school day is sent home.

If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.

If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE must 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). Staff will all be provided with training on when PPE is needed.

Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.

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. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.

Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19)

#### **ii) Schools will ensure that staff and pupils clean their hands thoroughly more often than usual**

Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Each school is:

- checking whether it has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly
- ensuring supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative
- building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them

#### **iii) Schools will ensure that good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach**

The ‘catch it, bin it, kill it’ approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene

as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.

Public Health England does not (based on current evidence) recommend the use of face coverings in schools **however staff that work across more than one bubble will be encouraged to do so.**

**Face coverings will also be used by vulnerable staff and EYFS staff.**

**All staff will wear face coverings when moving around the building.**

**All parents will wear a face mask on school site.**

**iv) Schools will have enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach**

Each school will have a cleaning schedule that ensures cleaning is generally enhanced and includes:

- more frequent cleaning of rooms / shared areas that are used by different groups
- frequently touched surfaces being cleaned more often than normal
- that toilets are cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet

**Abbots Green will have cleaning frequently throughout the day, resulting in 110 hours per week.**

**v) Schools will minimise contact between individuals and maintain social distancing wherever possible**

This includes keeping where possible to children staying in the same group or 'bubble' – **At Abbots Green children are in year group bubbles of 15 throughout a week, for no staff member will have contact with more than 15 children across a week, this support critical worker provision.**

**All staff will be part of a bubble with children or maintain distance from their pupils. Staff should stay at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.**

Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space.

When timetabling, groups will be kept apart and movement around the school site will be kept to a minimum. Schools will avoid creating busy corridors, entrances and exits and consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).

Schools will also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms will be minimised, although staff will have a break of a reasonable length during the day.

### ***Response to any infection***

#### **i) Schools will engage with the NHS Test and Trace process**

Staff members and parents/carers will be briefed to understand that they will need to be ready and willing to:

- book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)
- **Staff will also participate in voluntary weekly lateral flow testing with testing completed on a Sunday and Wednesday**

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

All schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.

Schools will ask parents and staff to inform them immediately of the results of a test:

- if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the **full 10 days**.

#### **ii) Schools will follow the guidance in managing confirmed cases of coronavirus**

Schools will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team and the trust central team. The local health protection team provides the advice that must be followed. In the event that this advice is slow and heads need to make rapid decisions, the trust central will support heads with this.

Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for **10 days** since they were last in close contact with that person when they were infectious. Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. (Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.)

A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day

isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'

Schools will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

### **iii) Schools will look to contain any outbreak by following local health protection team advice**

If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and will continue to work with their local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.

In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.

### **Staff who are clinically vulnerable or extremely clinically vulnerable**

The Government expects all staff, including those who are extremely clinically vulnerable and clinically vulnerable, to return to the workplace. Those in the most at risk categories should take particular care.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.



As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people.

#### **Staff who may otherwise be at increased risk from coronavirus (COVID-19)**

If people with significant risk factors are concerned, school leaders will discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders will try as far as practically possible to accommodate additional measures where appropriate.

People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

#### **School uniform**

Schools will have their usual uniform policies in the autumn term. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. Schools will be mindful and considerate in relation to parents who may be experiencing financial pressures.

Abbots Green pupils attending critical worker provision will not be required to wear school uniform.

#### **Specific curriculum provision and extra-curricular provision**

Abbots Green will be offering wraparound provision from 7:45am until 6pm.

Children will remain in year group bubbles for this provision and be supervised by staff that only have contact with these children during the working day.

#### ***Contingency plans for outbreaks***

Schools will have in place remote education plans for individuals or groups of self-isolating pupils. These will:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- use the online tools that are consistently used across the school in order to allow interaction, assessment and feedback (staff will be trained in their use)

- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools will work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, schools will:

- set work so that pupils have meaningful and ambitious work each day in a number of different [subjects in line with DFE expectations \(see remote learning policy\)](#)
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

All staff will be instructed on the nature of COVID-19 and its transmission. They will confirm they understand the reason for the control measures that are required. All staff will confirm that they are confident in applying the control measures identified in school risk assessments. Staff will receive appropriate instructions in relation to the specific measures that have been put in place by the school setting. Staff will be involved in the practical implementation of the school risk assessments.

a) Premises/ Health and Safety

	Risk	Countermeasure	By whom?	By when?
1	Insufficient toilets to enable social distancing	<ul style="list-style-type: none"> <li>Plan for member of staff in a supervisory position in the toilet areas. Walkie talkie system to support use</li> <li>Schedule for different classes as to when toilets are used</li> <li>A rota for all groups to use the toilets frequently and reduce the need to go at adhoc times. Schools to include details in their plan.</li> <li>Toilet door labels to ensure that used by designated bubble only (staff and pupils)</li> </ul>	AM/LY	5.3.2021
2	Pupil or teaching group leader is sent home with symptoms of COVID	<ul style="list-style-type: none"> <li>Providing PPE for staff member supervising pupil. Designated suspected COVID isolation room, separate to normal first aid room. Deep clean of isolation rooms and areas staff member or pupil had contact with.</li> <li>Refer to guidance on communicating with staff and parents</li> <li>Information provided about testing procedure</li> <li>Request to be informed of test outcome</li> <li>If a test is positive, inform Public Health England to following guidance</li> </ul>	AM/LY SLT testing support	ongoing
3	Parents do not have confidence in the school being safe	<ul style="list-style-type: none"> <li>Frequent communication to parents, including website updates</li> <li>Clear expectations on arrangements and procedures if a child shows symptoms</li> <li>Opportunity for parents to share concerns</li> <li>Coordinated message across local schools</li> <li>Information on procedures in schools sent out prior to the start of term</li> <li>Explain measure being taken to adapt the school's operations</li> <li>Maintain website to keep parents informed of processes and procedures</li> <li>Tweet and share high quality learning opportunities</li> <li>Weekly reflection to parents as systems and procedures are refined</li> <li>Use of COVID flowchart on website to support parents of children accessing critical worker provision</li> <li>Ensure that any communication to parents follows GDPR guidance- ensuring no personal information is shared</li> </ul>	AM/GP	ongoing

	Parents choose to access their own testing kits for self	<ul style="list-style-type: none"> <li>School to acknowledge whether test had been a home, test station or privately purchased test,</li> <li>AM/JU/LY to recognise that any negative test ensures a child can return to school</li> </ul>		
4	Congestion at start and end of day	<ul style="list-style-type: none"> <li>Stagger drop offs and pick ups</li> <li>One parent max</li> <li>Limiting contact between parents and staff</li> <li>Drop off / collection stations at school gates</li> <li>Staggered start and end times strictly expected longer slots allowing contingency if run over – these can be adjusted down going forward if necessary (times attached)</li> <li>Follow a one way route into the school building</li> <li>All pupils and staff to enter building using one way system and entry points (KS2 building)</li> </ul>	AM/JU to monitor	ongoing
5	Repeated touching of door handles increases risk of spreading infection	<ul style="list-style-type: none"> <li>Keep doors and windows open</li> <li>Increased cleaning of handles</li> <li>110 cleaning hours per week.</li> </ul>	SLT to monitor	ongoing
6	Maintaining avoiding contact between groups in the event of emergency evacuation	<ul style="list-style-type: none"> <li>Fire drill routine reconsidered and shared with all, then practised as soon as is practicable (Week beginning 15<sup>th</sup> March 2021)</li> <li>Ensure markings are put on field to support with leaving the building safely</li> </ul>	AM/LY	15.3.2021
7	Insufficient cleaning	<ul style="list-style-type: none"> <li>Discuss working hours of cleaners and draft in additional if necessary, to ensure sufficient capacity</li> <li>Expect site managers to tour school repeatedly during the day to carry out routine cleaning</li> <li>Staff who carry out cleaning are familiar with the cleaning and disinfecting processes that are required at this time.</li> <li>Hire additional cleaning hours</li> <li>Cleaning will be available throughout the day with specific zones allocates for staff</li> <li>Additional cleaning hours to be covered where possible</li> </ul>	AM/LY	5.3.2021
8	Cross contamination in shared spaces such as toilets	<ul style="list-style-type: none"> <li>Toilet management. Each school to plan how they timetable access and ensure regular cleaning for staff and students.</li> <li>TOILET available for each year group and year group staff</li> </ul>	AM/LY	ongoing

		<ul style="list-style-type: none"> <li>• <u>Cleaning wipes available in staff toilets</u></li> <li>• <u>Doors locked to ensure half usage/ cleaning rotation</u></li> <li>• Protocol for students – hand sanitisation, additional hand sanitiser to be ordered</li> <li>• Regular cleaning encouraged Year group cleaning boxes to be allocated to bubbles</li> <li>• Communicate with parents to reinforce expectations</li> <li>• Consideration has been given to where it is beneficial to restrict access to unused areas to support operational management.</li> </ul>	Site manager and Sybil Andrews support	
9	Parents send children who are unwell to school	<ul style="list-style-type: none"> <li>• Clear guidance for parents on indicators and actions if child unwell and reporting to school to allow monitoring of those presenting with symptoms.</li> <li>• <u>Care plans to be COVID reviewed. Asthmatic care plans to state the importance of monitoring any form of cough.</u></li> <li>• <u>Immediate contact will be made with home for collection</u></li> </ul>	SLT	Ongoing
10	Parents not aware of testing protocols	<ul style="list-style-type: none"> <li>• Communication planning and protocols regularly.</li> <li>• <u>Poster to be on display and on school website, updated with most up to date guidance</u></li> <li>• <u>Parents to be contacted directly where necessary</u></li> </ul>	AM/GP	Ongoing
11	Safety around facemasks	<ul style="list-style-type: none"> <li>• Refer to DfE guidance that makes clear face masks are not recommended in schools, should be removed if worn whilst travelling to school and waste areas for disposal of used face masks</li> <li>• <u>Where staff are in contact with parents, one another and can not keep 2metres distance, masks are recommended</u></li> <li>• <u>Staff to wear masks at all times when moving around the building</u></li> <li>• <u>All parents will be advised to wear face masks on school site</u></li> </ul>	SLT members	Ongoing
12	Classrooms have resource that does not need to be present with adjusted curriculum, but gets handled by pupils	<ul style="list-style-type: none"> <li>• <u>Classrooms to have unnecessary equipment removed before opening and stored away where possible – consider noting down what has been removed from where to where for future return</u></li> <li>• <u>Increased resourcing to ensure no sharing of equipment where possible</u></li> </ul>	SLT to support staff with evaluating resources needed/require	Ongoing
<del>13</del>	<del>Children arrive by bus/ minibus)</del>	<ul style="list-style-type: none"> <li>• <del>Attempt that the way pupils are grouped together on transport, where possible, will reflect the bubbles that are adopted within school</del></li> <li>• <del>Use hand sanitiser upon boarding and/or disembarking</del></li> <li>• <del>Additional cleaning of vehicles</del></li> </ul>		

		<ul style="list-style-type: none"> <li>Organise queuing and boarding where possible</li> </ul>		
14	Unable to maintain social distancing whilst carrying out first aid.	<ul style="list-style-type: none"> <li>Appropriate CPD and PPE provided for all staff – staff carrying out first aid remain in their bubble to reduce exposure.</li> <li>Ice packs to be used within wipeable plastic bags, to be cleaned between usage</li> <li>First aid to be carried out outside as much as possible, using bubble staff as much as possible</li> <li>Any member of staff that leaves their bubble to support medical needs will wear full PPE, using hand sanitisers when leaving and returning to home bubbles</li> </ul>	SLT to support staff deployment	Ongoing
15	Providing school meals pupils safely	Evergreen meals only to be produced within Evergreen building by Evergreen cook	AM/LY DW (Central team)	Ongoing 9/12/2020
16	Necessary checks before opening	<ul style="list-style-type: none"> <li>School leaders have followed arrangements to bring areas of the premises into safe use before opening e.g. asbestos, fire, site security and legionella reviews as normally undertaken at the end of the summer period.</li> <li>Abbots Green to obtain additional support from Sybil Andrews to monitor checks that have been carried out daily</li> </ul>	AM/LY Site manager and Sybil Andrews support	Ongoing
17	Congestion using bike racks	<ul style="list-style-type: none"> <li>Pupils are advised to use the racks one at a time if necessary supervised by staff</li> <li>Cycle racks to be filled up in Year group order of staggered starts</li> </ul>	SLT daily checks and guidance	Ongoing
18	Travel	<ul style="list-style-type: none"> <li>Parents are encouraged to only travel with members of their household</li> <li>See new school times (attached)</li> <li>Routes into school will be one way for all year groups.</li> <li>Staff must not car share</li> </ul>	AM/JU	Ongoing
19	Teaching Hub	<ul style="list-style-type: none"> <li>Autumn Term- Teaching hub training days to be accessed online</li> <li>Students placed at AG will working within Year group bubbles only</li> </ul>	AM	Ongoing
20	Contact with School Office	<ul style="list-style-type: none"> <li>All information where possible to be put on the school website</li> <li>If parents need to deliver anything to the school office, access will be through the main window</li> <li>All communication to be through email, phone call</li> <li>Parents to use class emails to support with any further questions or concerns</li> <li>If office staff are needed to deliver items to classrooms, masks must be worn</li> </ul>	AM	Ongoing
21	Lettings	<ul style="list-style-type: none"> <li>There will be no lettings before or after school.</li> </ul>		Ongoing

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22	Evergreen Visits	• There will be no tours or visits during Lockdown.	AM LA	Ongoing

**b) Staffing/HR and capacity**

	Risk	Countermeasure	By whom?	By when?
1	Unable to provide sufficient staffing	<ul style="list-style-type: none"> <li>Contingency plans communicated to parents similar to 'snow days' (attached)</li> <li>Remote learning policy to be followed by all year groups</li> <li>All staff will deliver learning using Showbie</li> </ul>	AM	Ongoing
2	Unable to staff provision of breaks/lunch for teaching group leaders	<ul style="list-style-type: none"> <li>Staff to remain in Year group bubbles during break/ lunch time</li> <li>All schools to have arrangements for wet play ensuring a break for staff and pupils but maintaining minimal contact</li> <li>Additional staff to cover at classroom doors only- metre tape to be around reach classroom door to guide all staff</li> <li>Staff will be working either 8-12 or 12-4 to ensure no lunch breakcover is required.</li> </ul>	SLT	Ongoing  5.3.2021
3	Staff not confident they will be safe – particularly in nursery settings	<ul style="list-style-type: none"> <li>Clear guidance and training for staff on appropriate use of PPE with sufficient PPE in stock to ensure compliance</li> <li>Specific training for site staff on infection control.</li> <li>Trust bank of risk assessments to support these decisions</li> <li>Each Wednesday, time allocated staff given CPD on personal safety and opportunity for supervision/feedback of any concerns</li> <li>Trust well being line available</li> <li>FAQs from trust for staff</li> <li>Well being support available for all staff</li> <li>Minimal pupils and staff contact- bubble allocation supports 15 over a week.</li> </ul>	SLT	Ongoing
4	Infection enters the school site	<ul style="list-style-type: none"> <li>Engage with the NHS Test and Trace process</li> </ul>	AM LY	Ongoing

		<ul style="list-style-type: none"> <li>• Manage confirmed cases of coronavirus (COVID-19) amongst the school community</li> <li>• <a href="#">Protocols for deliveries to school – signage at the entrance to the school/car park to explain process</a> and minimise contact with the school office</li> </ul>		
5	Staff not aware of testing protocols	<ul style="list-style-type: none"> <li>• <a href="#">Communication planning (poster to be displayed)</a></li> <li>• Reinforce support available for staff and their families <a href="#">through staff and rainbow room</a></li> <li>• Remind staff of self-referral testing process and employer testing referral process</li> <li>• Testing results to be communicated to school leadership</li> </ul> <p>When staff are unable to obtain a test:</p> <ul style="list-style-type: none"> <li>• Ensure staff know that a QR code is required for testing</li> <li>• Staff to be encourage to keep trying with the booking system as appointments are uploaded through the day.</li> <li>• Consider allocating one of their own supply of test kits to key staff who are still unable to get an appointment.</li> </ul>	AM/SLT	Ongoing
6	Staff communal areas do not cater for social distancing	<ul style="list-style-type: none"> <li>• Clear protocols for staff breaks / times / rooms / refreshments / toilets</li> <li>• <a href="#">Each Year group</a> bubble given allocated space for break times, staff encouraged to use outdoor spaces where practical, weather permitting</li> <li>• Refreshments and catering equipment provided for each staff break room</li> <li>• <a href="#">Staff encouraged to use own cups/ water bottles where possible</a></li> <li>• Staff to socialise only with staff within their bubbles</li> <li>• When moving around the school, staff to wear masks when in contact with more than one bubble</li> <li>• Cleaning equipment to be available for use of any screen including photocopier</li> <li>• All Staff to use allocated break out and PPA spaces for working, eating lunch (rooms to be labelled for this process)</li> <li>• Additional fridges, kettles purchased for bubble allocation- equipment to be labelled</li> <li>• <a href="#">Where spaces are shared, times to be allocated with cleaning in between</a></li> </ul>	SLT	5.3.2021  5.3.2021
7	Staff sharing equipment (part time)	<ul style="list-style-type: none"> <li>• No shared equipment for staff where possible.</li> <li>• Rigorous cleaning of shared equipment, <a href="#">cleaning</a> equipment <a href="#">available in year group boxes</a></li> </ul>	AM	5.3.2021



		<ul style="list-style-type: none"> <li>• Protocols around usage of shared equipment such as photocopying</li> <li>• Regular cleaning of equipment between home and school such as laptops</li> <li>• Bubbles reduce this occurring</li> <li>• Maximise the opportunities presented by the flexibility of part time staff to reduce exposure such as allowing 0.5 teacher to work one week and have one week off</li> <li>• Limit the amount of different equipment or surfaces that people need to touch.</li> <li>• If equipment needs to be used by different people i.e. photocopiers, kettles etc. ensure cleaning supplies are next to equipment i.e. antibac wipes and antibac hand gel and staff are instructed on the cleaning the equipment <u>before</u> and <u>after</u> use. Cleaning supplies should be checked regularly and restocked before running out to avoid shortages.</li> </ul>		
8	Informal contact between staff	<ul style="list-style-type: none"> <li>• Ensure casual conversations are less than 10 minutes.</li> <li>• Stand between 1 and 2 metres apart. (For clarity, 1.3 m apart. The average length of a human arm is 65cm. if your fingertips don't quite meet you are at the right distance.</li> <li>• Stand no closer than fingertip distance from each other</li> <li>• Asking those who stand too close to us to move back</li> <li>• Office spaces to be taped to show 2 metre distance guidance for all staff interactions</li> </ul>		Ongoing
9	Staff PPA increases risk and reduces the impact of social distancing	<ul style="list-style-type: none"> <li>• Use staff who keep at a distance, <u>minimise classrooms where staff are used to cover</u></li> <li>• Any member of staff who is used for cover will wear a visor and remain 2metres apart where possible</li> <li>• PPA spaces to be allocates to year groups, cleaned between use (laptops/ phones etc)</li> </ul>	AM/JU	5.3.2021 staff briefing
10	Reduced capacity due to a member of senior / middle leadership contracting Covid-19	<ul style="list-style-type: none"> <li>• Short-term: Re-allocate key duties during period of illness</li> <li>• Medium-term: ask for support from USP to provide additional leadership capacity</li> <li>• Identification of staff who are able to 'step-up' if required <u>(see attached sheet for middle leadership</u></li> </ul>	AM/JU	Ongoing

		<ul style="list-style-type: none"> <li>• Head and Deputy head teacher to remain at a 2-metre distance at all times. Wear masks if they have to work in the same room and keep doors and windows open where possible</li> <li>• All SLT meetings to be carried out via teams</li> <li>• Any meeting between staff will be via teams</li> </ul>		
11	Impact on school development priorities / capacity to achieve priorities	<ul style="list-style-type: none"> <li>• Adjust current priorities to focus on re-establishing the school's core business</li> <li>• <u>Abbots Green priority raindrops</u> to identify Autumn 2020 priorities and reintegration into school</li> <li>• <u>Develop curriculum road to recover to build upon through the year</u></li> <li>• Seek support from the Trust for identified areas of concern/ weakness</li> </ul>	AM to share and review with SLT	Ongoing
12	Induction for staff	<p>Using Teams, where possible: Induction for new staff on all policies and procedures, if this has not already taken place as new protocols.</p> <ul style="list-style-type: none"> <li>• Induction in new protocols for all staff who haven't been working during the closure period.</li> <li>• Induction for staff who have been furloughed when they return <u>to share all current procedures-</u></li> </ul>	AM/LY/JU	Ongoing
13	Some traditional events in the school calendar are unlikely to be practicable	<ul style="list-style-type: none"> <li>• Work through calendar of events and make decisions on practicalities, minimising <u>contact with parents/ visitors in school</u></li> </ul>	AM/JU	5.3.2021
14	Unable to support intimate care for nursery/reception pupils in a safe manner (PPE / CPD?)	<ul style="list-style-type: none"> <li>• CPD with effective PPE provided as per guidelines, <u>see revised intimate care policy-</u></li> </ul>	AM/LM	5.3.2021
15	Staffing for breakfast and after school clubs	<ul style="list-style-type: none"> <li>• Children to remain in year group bubbles with minimal adults from other bubbles</li> </ul>	AM	5.3.2021
16	Unable to provide lunch supervision particularly for 1-1 pupils	<ul style="list-style-type: none"> <li>• Maintain <u>Year group bubbles outside</u></li> </ul>	AM/JU	5/1/2021
17	Staff unable to return to work due to lack of childcare for their own children	<ul style="list-style-type: none"> <li>• Trust standard letter, we expect employees to make arrangements with their child's school as keyworkers. Last resort is employee requests unpaid leave.</li> <li>• <u>Consider rota patterns, flexible work requests and temporary alterations to contracts, headteacher discretion with individuals as required.</u></li> </ul>	AM	5.3.2021

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c) Curriculum

	Risk	Countermeasure	By whom?	By when?
1	School equipment spreads infection for one each	<ul style="list-style-type: none"> <li>Staff and pupils have their own items that are not shared</li> <li>Classroom based resources, such as books and games, can now be used and shared within the <u>year group</u> bubble; they will be cleaned regularly, along with all frequently touched surfaces</li> <li>Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones</li> <li><u>Year 5 &amp; 6 only – phones to be stored in separate bags– in box in locked cupboard.</u></li> <li>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation apply to these resources.</li> <li>All children will have individual packs with key equipment in them,</li> </ul>	All staff	
2	Children not in school miss out on education	<ul style="list-style-type: none"> <li>Staff working at home support remote learning</li> <li>Trust approach to support this</li> </ul>	AM to monitor	ongoing
3	Significant gaps in learning in all classes as they return	<ul style="list-style-type: none"> <li>Use SfA/PIXL to close gaps in English</li> <li>TCC assessments to be used to identify gaps</li> <li>Use updated Maths Mastery plans that accommodate lost learning</li> <li>Subject leaders analyse lost learning and potential impact on cyclical curriculum</li> <li>Adjust wider curriculum plans to accommodate lost areas of learning</li> <li>Consider using quizzes for retrieval within lessons</li> <li>Class teachers to monitor Showbie engagement and work from home</li> </ul>	SLT	Sept 2020
4	Lack of assessment for learning	<ul style="list-style-type: none"> <li>Maximise use of all PIXL assessments</li> <li><del>Use MM pre/post assessment tools to provide gap analysis</del></li> <li>Use Core Team meetings across school to monitor children’s progress</li> </ul>	SLT	5.3.2021

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		<ul style="list-style-type: none"> <li>Use of Boxall profile</li> </ul>		
5	Insufficient attention to children's emotional needs on return	<ul style="list-style-type: none"> <li><u>Rainbow room to support pupils throughout the school</u>-will support: the rebuilding of friendships and social engagement <ul style="list-style-type: none"> <li>- address and equip pupils to respond to issues linked to coronavirus</li> <li>- support pupils with approaches to improving their physical and mental wellbeing</li> </ul> </li> <li>-LA, KM, JU to support vulnerable pupils throughout the school, wearing masks at all times at a 2 metre distance, cover to be outside as much as possible</li> </ul>	JU/LA	Ongoing
6	Contact with children within year group bubbles	<p>Staff where possible will;</p> <ul style="list-style-type: none"> <li>not be within 1 metre of a child for a minute or more</li> <li>not be within 2 metres of a child for 15 minutes or more</li> <li>have seating plans for every lesson and insist on them being adhered to</li> <li>Move around the school in register order to limit contact with children in year group bubble</li> </ul>	All staff	ON going

d) Personal Development including Social/Emotional well-being and Behaviour including attendance/exclusion

	Risk	Countermeasure	By whom?	By when?
1	Unable to provide staggered break and lunch times for pupils	<ul style="list-style-type: none"> <li><del>Monitor, through Core Team Meetings, level of need across school and deploy staff accordingly</del></li> <li>Maintain breaks and lunches through bubbles if necessary, supervising from distance</li> <li>All breaks will be staggered using year group bubbles (timetable attached)</li> </ul>	All staff	ongoing
3	Children don't follow hygiene rules	<ul style="list-style-type: none"> <li>Schools have regular and repeating notices/training/ assemblies (in small group) using technology where possible for staff (one pre-recorded video to be used when needed?), children and parents on expectations for hand washing, tissues, coughing, hand gel, not sharing equipment</li> <li>Hand sanitising on entry to school, before and after lunch, end of the day.</li> </ul>	All staff	Ongoing  5.3.2021

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4	Unable to safely use play equipment	<ul style="list-style-type: none"> <li>Consider restrictions on play equipment or taking it out of action</li> <li>Regular cleaning of play equipment</li> </ul>	SLT to monitor	ongoing
5	Children require additional support to follow these measures	<ul style="list-style-type: none"> <li>Work with parents by phone</li> <li>Use of technology to model (video)</li> <li>Showbie to be used as a learning platform</li> </ul>	SLT	ongoing
6	Behaviours for learning takes time to establish and are challenged by some pupils	<ul style="list-style-type: none"> <li>Review Behaviour Policy</li> <li>Run a whole-school project for children and teachers to 're-connect'</li> <li>AG to launch countries that join us together</li> <li>Whole school flags/ bunting (Street and entrance area)</li> <li>Feelings hands to be located in the street (mirror)</li> <li>Adjust class compositions, if necessary, for September, to create a better balance</li> <li>C'OG to drive a new whole school calendar to outline assembly and country celebrations.</li> <li>All staff to use DOJO to collate team points throughout the school</li> <li>JU/LA to review behaviour policy and how this relates to rainbow provision <ul style="list-style-type: none"> <li>Use virtual assemblies to re-establish the school's rules/codes etc</li> <li>Year group assembly in the hall during designated hall time</li> <li>Re-establish expectations and the principles of learning that the school has already in place</li> <li>Rainbow Room staff to support where necessary</li> </ul> </li> </ul>	AM	2 <sup>nd</sup> Sept
7	Attendance is poor	<ul style="list-style-type: none"> <li>Remind and work with parents/ carers to quickly re-establish good attendance habits especially. Rainbow Room home visits/morning collections to support where necessary.</li> <li>Inform parents/ carers that the school has been deep cleaned to reduce fears of C-19 infection</li> <li>Ensure any absence is followed up immediately with a phone call home to ensure absence is valid/ child is well</li> </ul>	AM/LY/JU	ongoing
9	Returning to an unfamiliar setting causes anxiety for pupils – particularly EYFS/reception	<ul style="list-style-type: none"> <li>Send out photos, books, social stories in advance – possibly video from teacher/TA, These resources also to be available on Rainbow Room page of school website</li> <li>Rainbow room transition booklet signposted for all pupils</li> </ul>	JU/LA	Ongoing

		<ul style="list-style-type: none"> <li>• Additional EYFS support through KM (Rainbow Room LSA) to support new families when joining school</li> <li>• Rainbow COVID support for all pupils</li> <li>• Jigsaw- returning to school after COVID modules</li> </ul>		
10	High risk pupils with challenging behaviour require restraint posing additional risk to themselves and staff	<ul style="list-style-type: none"> <li>• Staff allocated according to relationships thereby reducing potential for risk</li> <li>• Behavioural risk assessments to be shared with parents if appropriate</li> <li>• Ensure new staff are familiar with the behaviour policy to address behavioural needs</li> <li>• Clear expectations on need for social distancing – work with families and trust if pupil unable to comply</li> <li>• Risk assessments to be completed for any EHC children in school (where appropriate)</li> </ul>	SLT members supporting class teachers	Ongoing
11	Higher than usual numbers of safeguarding disclosures	<ul style="list-style-type: none"> <li>• September PD day all staff to receive Safeguarding refresher training</li> <li>• Ensure all staff and any volunteers are equipped to receive disclosures and know who and how to pass them on/record them</li> <li>• The trust has revised the recommended child protection policy to reflect the return of more pupils</li> <li>• Designated safeguarding leads (and deputies) will be provided with sufficient time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate</li> <li>• Rainbow Room staff to support families with early help provision</li> <li>• Identify key Rainbow Room bubbles, ie breakfast club, lunchtime club, nurture sessions and 1-1</li> <li>• LA to delegate and identify cases within the rainbow room team</li> </ul>	AM/JU/LA	Ongoing
12	Pupils return having been traumatised by their experience of the COVID-19 restrictions	<ul style="list-style-type: none"> <li>• Ensure staff are aware of sources of help and resources available</li> <li>• Boxhall profile used to measure emotional needs throughout the school and support with intervention/ support in the classroom and rainbow room</li> </ul>	JU/LA	October 12 <sup>th</sup>

e)Vulnerable children (SEND/LAC)

	Risk	Countermeasure	By whom?	By when?
1	Children with SEND do not have needs met	<ul style="list-style-type: none"> <li>Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories</li> <li>Weekly SEN pupil phone calls to support learning from home</li> <li>SJ to host virtual meetings with staff each Tuesday to support staff with planning for SEN children</li> </ul>	JU/SJ	Ongoing
2	Children have suffered trauma, both in existing challenging situations known to the school, or new situations previously unknown to the school	<ul style="list-style-type: none"> <li>Late August briefing of trauma session for use at September PD day delivered by Laura following Unity Slides</li> <li>Clear expectations and boundaries to be shared with pupils to identify rewards and sanctions</li> </ul>	LA alongside JU	2 <sup>nd</sup> September  Nov 2020