

## Schools partially reopening on a phased basis no earlier than 1 June 2020 risk assessment

### Introduction

The Government published guidance on 11 May setting out its expectations that schools partially reopen on a phased basis from a date from 1 June 2020. Schools across the trust will use this guidance and further guidance that the Government will provide. The ambition is that:

- Primary schools welcome back children in nursery, Reception, Year 1 and Year 6 from a date from 1 June 2020
- Primary schools prepare for the possibility of other year groups returning later in June – this will happen if the Government advises that the most up-to-date assessment of the risk posed by the virus indicates that it is appropriate to have larger numbers of children within schools
- Priority groups, including vulnerable children and children of critical workers, continue to be able to attend schools

These plans are being made ahead of confirmation of the scientific advice that the transmission rate has decreased and that it has been decided that it will be safe for a greater number of children and young people to return to school. The Government has said these plans will take place when the five key tests set by Government justify the changes at the time, including the rate of infection decreasing and the enabling programmes set out in the 'Roadmap' also published on 11 May are operating effectively.

The Government guidance recognises that early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, the Government has made clear that it has taken this into account.

The Government guidance sets out a range of protective measures, including:

- **reducing the size of classes and keeping children in small groups without mixing with others where possible**
- **staggered break and lunch times, as well as drop offs and pick ups**
- **increasing the frequency of cleaning, reducing the used of shared items and utilising outdoor space**

Schools will strongly encourage children in the four year groups to attend school from 1 June 2020. or the date the Government confirms, unless the child or a family member is shielding or the child is particularly vulnerable due to an underlying condition.

In making these plans, we note the advice from the Government that:

- the Scientific Advisory Group for Emergencies advising the Government has a high degree of confidence **that the severity of the disease in children is lower than in adults and a moderately high degree of confidence that children aged up to 11 are less susceptible to it**
- **all staff are already eligible for testing, and staff in shielding and high-risk groups should remain at home**
- from 1 June, all children and young people eligible to return to their settings will have access to testing, if they display symptoms, as will any symptomatic member(s) of their household
- where a setting has a positive case, Public Health England will advise on the appropriate course of action, and the relevant group of people with whom the individual has mixed closely, should be sent home and advised to self-isolate for 14 days.

The Government guidance includes expectations about effective infection protection and control:

- **minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend school**
- **cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered**
- **ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach**
- **cleaning frequently touched surfaces often using standard products, such as detergents.**
- **minimising contact and mixing by altering the classroom layout and staggering break times**

The Government guidance includes:

- wearing a face covering or face mask in schools is not recommended
- the majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others
- PPE is only needed in a very small number of cases including a) children whose care routinely already involves the use of PPE due to their intimate care needs; b) if a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home

The Government guidance explains that: **INDIVIDUAL RISK ASSESSMENTS HAVE BEEN MADE**

- children who have been classed as clinically extremely vulnerable have been advised to shield should not attend school and should continue to be supported at home as much as possible
- for children who are clinically vulnerable, but not clinically extremely vulnerable, parents should follow medical advice

- education staff, who are clinically extremely vulnerable are advised not to attend work and should work from home where possible – schools will support this by asking staff to support remote education, carry out lesson planning or other roles which can be done from home
- if clinically vulnerable, but not clinically extremely vulnerable, individuals cannot work from home, they should be offered the safest available on-site roles
- if a child or a member of staff lives with someone who is clinically vulnerable, but not clinically extremely vulnerable, including those who are pregnant, they can attend school
- if a child or staff member lives in a household with someone who is extremely clinically vulnerable, they should be supported to learn or work at home

Although the Government guidance recognises that early years and primary age children cannot be expected to remain 2 metres apart from each other and staff, it advises that:

- it is still important to reduce contact between people as much as possible and reduce transmission risk by ensuring children and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups (for Year 10 & 12 students these arrangements will take account of government guidance)
- where settings can keep children and young people in those small groups 2 metres away from each other, they should do so, noting that brief, transitory contact, such as passing in a corridor, is low risk
- for primary schools, classes should normally be split in half, with no more than 15 pupils per small group with desks spaced as far apart as possible
- rewrite the timetable to stagger assembly groups, stagger break times including lunch so that children are not moving around the school at the same time, stagger drop-off and collection times, plan parents' drop-off and pick-up protocols that minimise adult to adult contact
- consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously
- remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere
- remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)
- consider how children and young people arrive and reduce any unnecessary travel on coaches, buses or public transport where possible

Where schools' circumstances make this difficult, the Government guidance says that solutions might involve children attending a nearby school and that schools' order of priorities should be nursery (where applicable), reception and year 1.

The Government says it will revisit this advice when the science indicates it is safe to invite more children back to schools. The guidance sets out that schools:

- ensure that sufficient handwashing facilities are available - where a sink is not nearby, they should provide hand sanitiser in each classroom
- clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal
- ensure that all adults and children:
  - frequently wash their hands with soap and water for 20 seconds and dry thoroughly
  - clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing
  - are encouraged not to touch their mouth, eyes and nose
  - use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')

- ensure that help is available for children and young people who have trouble cleaning their hands independently
- consider how to encourage young children to learn and practise these habits through games, songs and repetition
- ensure that bins for tissues are emptied throughout the day
- where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units
- prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation
- there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting

The Government guidance advises reducing mixing within schools by:

- accessing rooms directly from outside where possible
- considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors
- staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time
- staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms
- ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time
- noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)
- using outside space for exercise and breaks, for outdoor education
- limiting the amount of shared resources that are taken home and limiting exchange of take-home resources between children, young people and staff
- by seeking to prevent the sharing of stationery and other equipment where possible
- shared materials and surfaces should be cleaned and disinfected more frequently
- adjusting transport arrangements where necessary including encouraging parents and children and young people to walk or cycle where possible, following further guidance on how to travel safely, which will be published shortly

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>Where possible, two members of staff in each room being used to support children with socially distancing in toilet areas</li> <li>Each class will use toilets next to rooms being used</li> <li>Plan for member of staff in a supervisory position in the toilet areas. Walkie talkie system to support use</li> </ul>	SLT- rota to accommodate additional adults	Shared by 22 <sup>nd</sup> May
2	Pupil or teaching group leader is sent home with symptoms of COVID	<ul style="list-style-type: none"> <li>Ensure communication to parents and staff is explicit with the symptoms of COVID including isolation periods</li> <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, follow guidance about isolation</li> </ul>	AM/ SLT  LY to ensure cleaning of first aid spaces	29 <sup>th</sup> May (half term room organisation)  First aid spaces to be allocated by 22 <sup>nd</sup> May
3	Parents do not have confidence in the school being safe	<ul style="list-style-type: none"> <li>Frequent, honest communication using Showbie and class email addresses</li> <li>Expectations communicated with parents regarding safety of all children and staff in school</li> <li>Rainbow Room page in website</li> <li>Rainbow room phone for vulnerable pupils</li> <li>Honest reflection of the current situation (using risk assessment as guidance)</li> <li>COVID information and guidance on the website</li> <li>Clear expectations on arrangements and procedures if a child shows symptoms</li> <li>Coordinated message across local schools</li> <li>Where possible pupils use the same desk each day where they attend on consecutive days.</li> </ul>	AM/ JU  All staff on school site	22 <sup>nd</sup> May
4	Congestion at start and end of day	<ul style="list-style-type: none"> <li>Stagger drop offs and pick ups</li> </ul> <p>KEY WORKER 8-4 NURSERY 9-3:30 RECEPTION- 9:15-3:30</p>	AM/ JU Communication and organisation	22 <sup>nd</sup> May

		<p>YEAR 1- 8:45-3:15 YEAR 6 8:15-3</p> <p>Staggered start and end times strictly expected longer slots allowing contingency if run over – these can be adjusted down going forward if necessary</p> <ul style="list-style-type: none"> <li>• One parent max</li> <li>• Limiting contact between parents and staff by Schools complete this to show how they mark 2 metre spaces for any queues. (Spots on playground to be provided, clear communication with parents to filter transition into school, following a one way route)</li> <li>• School to map out routes into the school building to ensure one way systems are clear. Route to lead children to spots outside their classrooms.</li> </ul>	<p>LY</p> <p>NB- Site Manager</p>	
5	Risk to fire safety by increasing ventilation (open doors and windows)	<ul style="list-style-type: none"> <li>• Fire evacuation plan to be amended and share with all staff</li> </ul>	<p>AM</p> <p>LY- to share with all staff</p>	22 <sup>nd</sup> May
6	Repeated touching of door handles increases risk of spreading infection	<ul style="list-style-type: none"> <li>• Keep doors open</li> <li>• Regular door cleaning</li> <li>• Teach children to use elbows to open doors</li> <li>• Regular handwashing (6 times a day minimum)</li> </ul>	AM- all staff	22 <sup>nd</sup> May
7	Maintaining social distancing 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</li> </ul> <p>Additional lines to be marked out on the school field for fire point</p>	<p>AM</p> <p>LY- to share with all staff</p>	22 <sup>nd</sup> May
8	Insufficient cleaning	<ul style="list-style-type: none"> <li>• Discuss working hours of cleaners and draft in additional if necessary, to ensure sufficient capacity (Sybil Andrews to support with additional hours)</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>• Additional cleaning to be organised using Sybil Andrews and additional hours for current staff, cleaning of toilets will be at 10-11am, 12-1pm, 2-3pm and thoroughly after school</li> </ul>	<p>AM</p> <p>LY</p>	29 <sup>th</sup> May

		<ul style="list-style-type: none"> <li>• Site Manager and Cleaning hours to be adapted to increase cleaning capacity</li> <li>• Minimising the use of rooms used throughout the school</li> <li>• Cleaning boxes to be provided in every class base including PPE equipment, gloves, masks and aprons</li> </ul>		
9	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>• Additional cleaning equipment to be based in classroom bases being used (stored securely)</li> <li>• Protocol for students – hand sanitisation</li> <li>• Regular cleaning 10-11, 12-1, 2-3pm</li> <li>• Communicate with parents to reinforce expectations (video showing procedures, consider reopening procedures for the school website)</li> <li>• Consideration has been given to where it is beneficial to restrict access to unused areas to support operational management.</li> </ul>	<p>AM/ SLT to manage KS rotas as appropriate</p> <p>LY/ GP</p> <p>Reopening guidance on website- GP</p>	<p>Daily rota reviews as appropriate</p> <p>29<sup>th</sup> May</p>
10	Risk to vulnerable family members is increased	<ul style="list-style-type: none"> <li>• Communication for staff and parents plan if pupil presents with symptoms</li> <li>• Procedures for following gov testing and self-isolation guidance</li> </ul>	<p>ALL STAFF to promote this communicate if concerns</p>	<p>22<sup>nd</sup> May and ongoing</p>
11	Children don't have enough uniform to allow daily washing	<ul style="list-style-type: none"> <li>• Children will not be required to wear school uniform to ensure clothing is clean each day; clean clothes each day and prevent cross contamination means uniform may not be possible every day for every child. The need for clean clothes each day and preventing cross contamination means uniform may not be possible every day for every child.</li> <li>• Communicate this to parents</li> </ul>	<p>ALL staff to promote and monitor this daily</p> <p>JU/LA to support vulnerable families</p>	<p>22<sup>nd</sup> May and ongoing</p>
12	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. (COVID page on website with clear guidance)</li> </ul>	<p>ALL staff to promote and monitor this daily</p>	<p>22<sup>nd</sup> May and ongoing</p>

13	Increased risk to vulnerable, students and parents	<ul style="list-style-type: none"> <li>Up to date information on staff and pupils in each of the vulnerable categories. Risk assessment for staff who self-refer as vulnerable.</li> <li>Follow government guidance.</li> </ul>	AM/JU Individual risk assessments	22 <sup>nd</sup> May and ongoing as appropriate
14	Parents not aware of testing protocols	<ul style="list-style-type: none"> <li>Communication planning and protocols regularly.</li> <li></li> </ul>	AM/JU LM/GP parental communication  All teaching staff to signpost parents appropriately	22 <sup>nd</sup> May and ongoing as appropriate
15	Safety around facemasks	<ul style="list-style-type: none"> <li>Refer to DfE guidance that makes clear face masks are not recommended in schools</li> <li>Face masks will be used only for intimate care, and first aid if staff prefer to wear them</li> </ul>	AM to share with staff	22 <sup>nd</sup> May and ongoing as appropriate
16	Lack of social distancing with young children	<ul style="list-style-type: none"> <li>Consideration given to the phasing in of year groups to allow leaders to learn with lower numbers of pupils. (maybe over w/c/1/6/20)</li> <li>EVERGREEN AND RECEPTION will facilitate two rooms to ensure more space for less children- open planning, outside learning will be encourage as much as possible.</li> <li>Develop flexible timetable ensuring some children are working outside/ in break out areas to spread children out where possible (EYFS)</li> <li>Reduced contact measures will be put into place, managing the flow of pupils/staff in corridors, floor markings, classroom set up. Making use of time outside on breaks and ensuring buildings have good ventilation with doors / windows left open.</li> <li>Teachers will not be carrying out any marking in books, Showbie tasks only. All feedback will be verbal.</li> <li>Parents to speak to young children before coming back to school to share expectations and understanding of what school will be like.</li> </ul>	AM LM (EYFS Support)  SLT to support teachers with this	22 <sup>nd</sup> May and ongoing as appropriate

17	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>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</li> <li>Children to be given their own trays with learning equipment for personal use</li> <li>Laptop and Ipads to be wiped clean after each use</li> <li>EVERGREEN and Reception will sterilise all equipment used where possible at the end of each day.</li> </ul>	SLT on site each day to monitor and support staff with this	22 <sup>nd</sup> May
18	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>FIRST aiders to be identified in daily rotas (SLT to plan)</li> <li>Additional first aid resources to be shared amongst each bubble including ice packs for head bumps</li> <li>Inhalers to be stored in pupils bags to ensure no contact with others, children to be guided from a distance is possible.</li> <li>All first aid. Medication logs to be completed under normal guidance</li> </ul>	<p>SLT to support all staff with rotas</p> <p>First aider space to be allocated</p> <p>PPE to be provided in first aid spaces LY</p>	22 <sup>nd</sup> May
19	Unable to provide school meals to pupils safely	<ul style="list-style-type: none"> <li>Packed lunches from home in week 1 in disposable packaging</li> <li>Staff working at lunch times to wear PPE equipment (gloves) when assisting with opening packaging for younger pupils.</li> <li>Clear routines on using school cutlery such as spoons for yoghurts</li> <li>Packed lunches for children in their classroom to reduce movement around building</li> <li>All pupils will eat lunch in classrooms, meals will be collected by a member of staff, 'Pick and Mix' set meals only</li> </ul>	<p>AM to share with all staff</p> <p>AM/ LY to liase with Vertas/ trust to plans</p>	22 <sup>nd</sup> May
20	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 in line with the checks you would normally undertake at the end of the summer period.</li> <li>Monitor checks carried out by Site Manager to ensure safety</li> <li>Support from USP to monitor checks are effective.</li> </ul>	<p>AM/ LY to line manage NB</p> <p>Support from Sybil if needed</p>	29 <sup>th</sup> May
21	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>AM and JU to be monitoring the drop off and collection of children</li> </ul>	AM/JU	Daily
22	Travel	<ul style="list-style-type: none"> <li>Parents and staff are encouraged to only travel with members of the same household in each car (return to school guidance)</li> </ul>	AM communication to parents	22 <sup>nd</sup> May

**b) Staffing/HR and capacity**

	<b>Risk</b>	<b>Countermeasure</b>	<b>By whom?</b>	<b>By when?</b>
1	Unable to staff enough groups of 15 pupils	<ul style="list-style-type: none"> <li>• Reduce days offered to each class group</li> <li>• Supply cover from existing pool of trust schools</li> <li>• Bubbles may be closed if staffing can not facilitate this</li> <li>• Reintroduce Sports Leaders to provide extra capacity within staffing (5 days per week)</li> </ul>	SLT	29 <sup>th</sup> May  Plans to facilitate back up of staff
2	Unable to staff provision of breaks/lunch for teaching group leaders	<ul style="list-style-type: none"> <li>• Maintain bubbles for pupils outside but with supervision maintain social distance using wider staff</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 come into school over the lunchtime period</li> <li>• Two members of staff/ relief staff per year group to be allocated to allow breaks more frequently</li> </ul>	SLT	29 <sup>th</sup> May  Plans to facilitate back up of staff  SLT will also be on site each day to support this as necessary
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>• Risk assessment to be shared with all staff via teams on face to face to walk through procedures</li> <li>• EVERGREEN/ RECEPTION to open June 1<sup>st</sup>, Year 1 and Year 6 to open June 2<sup>nd</sup> to ensure staff feel prepared and ready</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> </ul>	AM/LM (EYFS)  AM in partnership with Claire Havers	29 <sup>th</sup> May (ongoing as appropriate)
4	Staff not experienced/confident in teaching the groups they are supervising	<ul style="list-style-type: none"> <li>• Staff aware that they could be re-deployed to meet a need elsewhere in school at any point</li> <li>• Learning schedules to be provided for home and virtual school. Staff will have access to schedules the Friday before each week to give preparation time.</li> </ul>	SLT	29 <sup>th</sup> May (ongoing as appropriate)

		<ul style="list-style-type: none"> <li>• Whole school PPA Weds pm to support staff with this (not including EVEREGREEN) Evergreen cleaning to be schedules beyond the school day</li> <li>• SEN information to be provided by SENCo to support with planning and preparation</li> <li>• Clear support/CPD in place through SLT if necessary</li> <li>• Support across schools if new to a year group (and no one available in school)</li> </ul>		
5	Unable to maintain social distancing for cleaning staff	<ul style="list-style-type: none"> <li>• Staff clean when children outside – multiple times per day</li> <li>• Staff clean outside of school hours</li> <li>• Additional cleaning each Wednesday and Friday after school, when majority of pupils not in school</li> <li>• Reiterate to staff that it is their responsibility to maintain social distancing</li> </ul>	AM/LY Cleaning staff	29 <sup>th</sup> May (ongoing as appropriate)
6	Infection enters the school site	<ul style="list-style-type: none"> <li>• Hand washing stations</li> <li>• Limiting number of people entering school</li> <li>• Admin and Reception areas to remain closed, phone lines to be open only.</li> <li>• Clearly marked areas reinforce where staff and pupils should stand in offices to maintain social distancing</li> <li>• Entrance to school site limited for key staff only</li> <li>• No face to face conversations with parents</li> <li>• Protocols for deliveries to school – signage at the entrance to the school/car park to explain process</li> <li>• Protocols for staff bringing equipment into school</li> <li>• No external visitors or supply will be planned to be in school unless safeguarding/ medical emergency</li> <li>• BARNES to liase with AM in terms of use of school site, share BARNES construction risk assessment</li> <li>• BARNES to consider staggered starts to accommodate children in school</li> </ul>	SLT to promote this  LY to support with site manage deployment	29 <sup>th</sup> May (ongoing as appropriate)
7	Increased risk to vulnerable staff	<ul style="list-style-type: none"> <li>• Up to date information on staff and pupils in each of the vulnerable categories.</li> <li>• Follow government guidance.</li> <li>• AM to be in regular contact with any staff that have any concerns, SLT to be made aware of these (Individual risk assessments) if applicable)</li> <li>• Individual cases to be shared with HR as appropriate for further guidance</li> <li>• All staff to have an individual risk assessment carried out my a member of SLT to document any needs that school need to be aware of</li> <li>• Trust bank of model risk assessments</li> </ul>	AM	29 <sup>th</sup> May (ongoing as appropriate)

8	Staff not aware of testing protocols	<ul style="list-style-type: none"> <li>Staff briefings frequently to communication planning</li> <li>Reinforce support available for staff and their families</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>	AM	Risk assessment and testing protocols to be shared by 22 <sup>nd</sup> May
9	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>Each 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>All staff to leave school site to continue working from home when working day finishes, communal working areas are not to be used</li> </ul>	SLT	29 <sup>th</sup> May (ongoing as appropriate)
10	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</li> <li>Protocols around usage of shared equipment such as photocopying, hand cleaning facilities in photocopy room and kitchens</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>All staff to bring into school their own water bottle and have allocate mugs if appropriate</li> <li>Ensure that staff on site are only working at AG- one setting only policy to ensure no bubbles mixing</li> </ul>	SLT  LY to organise additional hand sharing	29 <sup>th</sup> May (ongoing as appropriate)
11	Staff PPA increases risk and reduces the impact of social distancing	<ul style="list-style-type: none"> <li>Trust wide approach to closing for all but children of key workers on a Wednesday</li> </ul>	AM	22 <sup>nd</sup> May
12	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</li> <li>SLT to be fully aware of expectations and responsibilities of others</li> </ul>	AM/ LY	22 <sup>nd</sup> May (ongoing)
13	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>Seek support from the Trust for identified areas of concern/ weakness</li> </ul>	AM	22 <sup>nd</sup> May (ongoing)
14	Induction for staff	<ul style="list-style-type: none"> <li>Induction for new staff on all policies and procedures, if this has not already taken place as new protocols.</li> <li>Induction in new protocols for all staff who haven't been working during the closure period.</li> </ul>	AM/ LY	22 <sup>nd</sup> May (ongoing)

		<ul style="list-style-type: none"> <li>• Induction for staff who have been furloughed when they return.</li> <li>• Regular contact with new employees and furloughed staff (CC, LS, SH)</li> <li>• Inductions to be carried out via teams or socially distanced as appropriate.</li> </ul>		
15	Expectation on typical summer 2 events that are unlikely to be practicable	<ul style="list-style-type: none"> <li>• Work through Summer calendar of events and make decisions on practicalities</li> </ul>	SLT	1 <sup>st</sup> June
16	Staff shielding at home are unable to be utilised	<ul style="list-style-type: none"> <li>• Staff working from home continue to support those children not attending school using best practice approaches including remote learning platforms following appropriate training.</li> <li>• Staff are engaged in Teams meetings to ensure contribution to wider school impact and feel part of the team.</li> <li>• Regular contact from line manager and expectation to attend teams meetings</li> <li>• Review staff skills to ensure they are able to play an active role where appropriate.</li> <li>• LY to continue to update daily spreadsheet of staffing an individual cases, please note this will become challenging as schools opens</li> </ul>	AM/ LY	22 <sup>nd</sup> May (ongoing)
17	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.</li> <li>• EVERGREEN policy to support changing (COVID 19 review)</li> </ul>	AM/LM	29 <sup>th</sup> May- share with EYFS Staff
18	Unable to provide wrap around care	<ul style="list-style-type: none"> <li>• No current wrap around provision for any year group apart from key worker children 8-4pm</li> </ul>	AM	22 <sup>nd</sup> May (review in line with uptake)
19	Unable to provide lunch supervision particularly for 1-1 pupils	<ul style="list-style-type: none"> <li>• Maintain bubbles outside but supervise using alternative staff maintain social distance</li> <li>• Risk assessment for each child in this category to review provision</li> <li>• Regular contact with pupils that would require 1-1</li> </ul>	JU	22 <sup>nd</sup> May
20	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>• Consider rota patterns, flexible work requests and temporary alterations to contracts.</li> </ul>	AM	22 <sup>nd</sup> May
21	Ensuring that staff who are in work but have household members shielding, are able to maintain stringent social distancing.	<ul style="list-style-type: none"> <li>• Use attached template for risk assessments for vulnerable staff</li> <li>• Workplace risk assessments are in place and regularly monitored/reviewed.</li> <li>• Follow COVID 19 guidance for all educational settings</li> <li>• AM to continue update HR with staffing concerns and issues</li> <li>• Staff to be given work to completed at home</li> </ul>	AM LY  Claire Havers	22 <sup>nd</sup> May on going

			(trust support)	
22	Anxious staff	<ul style="list-style-type: none"> <li>• Induction on new protocols to reassure on how risks are being managed to protect staff.</li> <li>• Constant reminder of trust wellbeing scheme and other support available including occupational health.</li> <li>• Regular communications with staff who continue to work from home.</li> <li>• Discuss opportunity of unpaid leave with staff who do not want to return to work and do not come under a vulnerable category.</li> </ul>	AM SLT	22 <sup>nd</sup> May on going
23	Staff transport into work	<ul style="list-style-type: none"> <li>• All staff to minimise the use of public transport and use alternative methods of getting into work if possible.</li> <li>• School leaders to communicate clearly that any staff concerns around transport need to be raised ASAP.</li> <li>• If staff can not travel to work safely, this will be discouraged</li> </ul>	AM	22 <sup>nd</sup> May on going
24	Pregnant members of staff	<ul style="list-style-type: none"> <li>• It is appreciated that staff may usually leave notifications of pregnancy until a later date, however staff should be encouraged to notify their line manager of a pregnancy at an early opportunity to put support measures in place including working from home.</li> </ul>	AM	22 <sup>nd</sup> May on going
25	Clothing	<ul style="list-style-type: none"> <li>• Uniform policy (staff and students) to be amended so that all clothing can be washed after each day (e.g. no blazers, ties etc.).</li> </ul>	AM/JU	29 <sup>th</sup> June

**b)Curriculum**

	Risk	Countermeasure	By whom?	By when?
1	Not enough school equipment for one each	<ul style="list-style-type: none"> <li>• Purchase more equipment</li> <li>• All labelled and stored securely (named)</li> <li>• Toys that are more difficult to clean are removed.</li> <li>• Toys that children put in their mouth are cleaned between use.</li> <li>• <b>Soft furnishings to be removed</b></li> <li>• <b>Minimal resourcing to be accessible to children</b></li> </ul>	SLT to support key year groups	22 <sup>nd</sup> May
2	Children not in school miss out on education	<ul style="list-style-type: none"> <li>• Staff working at home support remote learning, rota to support this</li> <li>• <b>Communication with parents reminding them of staffing commitments and slower response to home learning</b></li> <li>• Trust approach to support this</li> </ul>	All teachers	On going

3	Unable to deliver the full curriculum	<ul style="list-style-type: none"> <li>Core curriculum elements identified and delivered</li> <li>'Secondary' elements put on a rota and if impractical, noted for consideration during 20-21</li> <li>Identify gap in preparation for 2020/2021 (Content)</li> </ul>	SLT to support all staff	On going
4	Significant gaps in learning in all classes as they return	<ul style="list-style-type: none"> <li>Use PIXL to close gaps in English</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> </ul>	SLT	On going as additional year groups and pupils join
5	Risk of managing five systems a) R/Y1 Y6 in school b) R/Y1/Y6 at home c) Key workers of Y2-5 in school d) Y2-5 at home receive little education e) 5 days per week R/Y1/Y6	<ul style="list-style-type: none"> <li>Work to share resources and approaches across the trust to reduce workloads and ensure impact.</li> <li>Staff who are shielding support most vulnerable learners remotely</li> <li>Trust coordinated generic offer for schools to tailor</li> <li>SLT to deploy staff effectively</li> </ul>	SLT	22 <sup>nd</sup> May and ongoing
6	Lack of assessment for learning	<ul style="list-style-type: none"> <li>Maximise use of all PIXL assessments</li> <li>Use Core Team meetings across school to monitor children's progress</li> </ul>	SLT to organise and support all staff (teams)	22 <sup>nd</sup> May and ongoing
7	Insufficient staff understanding of children's emotional needs on return	<ul style="list-style-type: none"> <li>Planned CPD in week beg 18 May – include material (recommended by Andy)</li> </ul>	AM JU LA	22 <sup>nd</sup> May and ongoing

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

	<b>Risk</b>	<b>Countermeasure</b>	<b>By whom?</b>	<b>By when?</b>
1	Unable to provide staggered break and lunch times for pupils	<ul style="list-style-type: none"> <li>Monitor, through Core Team Meetings, level of need across school and deploy staff accordingly</li> <li>Maintain breaks and lunches through bubbles if necessary, supervising from distance</li> <li>Additional staff to begin their shift from lunchtime to support this</li> </ul>	AM SLT to organise staff	22 <sup>nd</sup> May initial plans to be in place with relief staffing
2	Children aren't clear on school routines	<ul style="list-style-type: none"> <li>Induction/practical training for staff/parents/children – video before the 1st June (with key worker children?)</li> <li>Clear system for any accepted movement around the building including one-way systems with clear signage / marking with tape etc.</li> <li>Two adults in each classroom to support children with routines needed in school during this time</li> <li>Explanations to be given to children in an age appropriate manner using professional judgement of emotional needs</li> </ul>	SLT  LY to support with site management	22 <sup>nd</sup> May
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> </ul>	All staff to support this	22 <sup>nd</sup> May
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>No public equipment to be used on the playground including benches</li> </ul>	SLT to monitor	22 <sup>nd</sup> May Review each week (weds SLT)
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>Two adults in each classroom to support children with routines needed in school during this time</li> <li>Explanations to be given to children in an age appropriate manner using professional judgement of emotional needs</li> </ul>	JU/LA	22 <sup>nd</sup> May
6	No / shortened transition for key year, groups and/ or individuals	<ul style="list-style-type: none"> <li>Y6 – liaise with secondary schools to share details of children. Highlight vulnerable anxious children with the view of support being put in place e.g. video chats, by receiving schools.</li> <li>Sybil Andrews staff to work with AG where appropriate in Year 6 (in case of staff absence and to support transition)</li> <li>YN, YR &amp; Y1 – look at the option of a staggered start when schools re-open</li> </ul>	AM SLT to support	29 <sup>th</sup> May To be reviewed in reflection of demand

		<ul style="list-style-type: none"> <li>• YN, YR – provide transition information across different media e.g. letters, booklets for children, online webinars/ meet &amp; greets</li> <li>• Consider September staffing to support transition</li> <li>• Vulnerable – look at option of an earlier start, additional visits</li> <li>• Pursue option of staff trading summer term days to work during the summer break in order to run a Summer School/ Club</li> </ul>		
7	Behaviours for learning takes time to establish and are challenged by some pupils	<ul style="list-style-type: none"> <li>• Run a whole-school project for children and teachers to ‘re-connect’</li> <li>• Adjust class compositions, if necessary, for September, to create a better balance <ul style="list-style-type: none"> <li>• Use assemblies to re-establish the school’s rules/codes etc.</li> <li>• Re-establish expectations and the principles of learning that the school has already in place</li> <li>• Develop and review rainbow values to rebuild ethos and expectations of the school</li> <li>• Where children are unable to comply, in most extreme circumstances where safety expectations are not met , children will be educated from home- parents will be informed that school behaviour policy will still be in place</li> </ul> </li> </ul>	AM JU LA	29 <sup>th</sup> May To be reviewed in reflection of needs and concerns
8	Attendance is poor	<ul style="list-style-type: none"> <li>• Remind and work with parents/ carers to quickly re-establish good attendance habits especially. PAs</li> <li>• Inform parents/ carers that the school has been deep cleaned to reduce fears of C-19 infection</li> <li>• Rainbow room/ JU and LY to monitor this alongside virtual engagement</li> </ul>	AM JU LA LY	29 <sup>th</sup> May To be reviewed in reflection of needs and concerns
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?</li> <li>• Review rainbow provision in school to support home and virtual learning</li> <li>• School well being video to be released 1<sup>st</sup> June</li> <li>• Transition booklet to be adapted for individual needs</li> </ul>	AM JU LA LY	
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>• Clear expectations on need for social distancing – work with families and trust if pupil unable to comply</li> <li>• Where children are unable to comply, in most extreme circumstances where safety expectations are not met , children will be educated from home</li> </ul>	JU	29 <sup>th</sup> May (ongoing)
11	Higher than usual numbers of safeguarding disclosures	<ul style="list-style-type: none"> <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>• Additional safeguarding training for Evergreen staff (HW/HL)</li> <li>• Rainbow phone used as a form of 24/7 support for families in need</li> </ul>	JU/ LA	20 <sup>th</sup> May

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> </ul>	JU/LA in liaison with class teachers as appropriate	29 <sup>th</sup> May (ongoing)
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**d)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>Risk assessment on meeting the needs of children with SEND</li> <li>JU/ SJ to documents on CPOMS record of conversation and support given from school.</li> </ul>	JU SJ	1 <sup>st</sup> June
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>Access resources provided by OM, Thrive, TISUK etc.</li> <li>Utilise Thrive practitioners, ELSAs to support individual and small groups of children affected</li> <li>Deliver trauma informed sessions for parents / carers so they can support their children at home</li> <li>Personalised support using rainbow room provision</li> <li>Communication between rainbow room, class teacher and home to be consistently shared</li> <li>Transition back to school booklets to be shared between home and school</li> <li>JU/LA to be used for rainbow room nurture provision only to accommodate well being of vulnerable children and support for all families as required (at home and in school)</li> </ul>	JU LA	On going
	Rainbow Room provision	<ul style="list-style-type: none"> <li>Rainbow room staff to be positioned beyond 2metre distance in the rainbow room (zones to be allocated)</li> <li>No contact to be made within 2metre distance to allow more children to visit.</li> <li>Children will only be in the rainbow room with children in the same bubble</li> <li>Children are not to walk from their bubble to the rainbow room without an adult from their bubble/LA/JU</li> <li>Home visits to be carried out in staffed pairs.</li> </ul>	JU LA	On going form 1 <sup>st</sup> June