

LOCATION: Hemyock Academy	VENTRUS RA: COVID-19 Safe Return Sept 20	
WHO IS AFFECTED BY THE RISKS? All building users	HOW MANY ARE AFFECTED 29 staff members and 249 pupils	REF: COV- RAA19a

See end of template for explanation of hazard, risk, control measures, severity, likelihood, risk rating.

RISK	EXISTING CONTROL/PREVENTION MEASURES	RISK RATING			ADDITIONAL CONTROL MEASURES REQUIRED	SL-D ONLY		
		S	L	RR		S	L	RR
C1. Contact is made with individuals who are unwell with Coronavirus, or living with someone who is.	<ul style="list-style-type: none"> Individuals who are unwell with Coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school 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 Put in place a procedure for anyone becoming unwell; including use of a designated quarantine/isolation room(s) 	3	2	6	<p>Email all staff instructions of how to contact CW as soon as possible if they or a member of their household becomes unwell with COVID-19 symptoms.</p> <p>Posters will be added to staff areas to remind them of symptoms and associated procedures.</p> <p>Staff to leave site immediately if displaying symptoms. Child to be taken to the isolation room opposite the school office by staff from their pod. PPE used and parents contacted immediately.</p> <p>CW to close pod and inform staff and parents if case is confirmed. Track and trace to linked settings for both staff and pupils.</p>	3	1	3
C2. Poor personal hygiene regimes result in a spread of Coronavirus in the school/ local community.	<ul style="list-style-type: none"> Clean hands thoroughly more often than usual Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly: <ul style="list-style-type: none"> ➤ After coming into school ➤ After sneezing or coughing ➤ Before and after handling or eating food ➤ After going to the toilet Ensure there are enough hand washing or hand sanitiser stations available Put in place supervision of hand sanitisers given risks around ingestion Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach e.g. by providing tissues, bins, posters. 	3	2	6	<p>Teachers to share good handwashing routines daily during week 1 and then weekly from week 2.</p> <p>Posters will be displayed in all toilets and at all sinks.</p> <p>Hand sanitiser will be used on entry to classrooms at the start of the school day.</p> <p>Children will wash their hands upon arrival at sinks located within shared pod areas and at regular intervals throughout the day deemed necessary by the pod leader beyond those opposite.</p> <p>Sanitiser stations will be located by the school gates, on entry to classrooms, in the staff room and outside the school office. This will always be supervised by staff.</p> <p>Pod staff will check and replenish tissues, sanitiser and cleaning products daily.</p> <p>Admin staff will check the stock of tissues, sanitiser and cleaning products daily and order in good time.</p>	3	1	3

<p>C3. Inadequate cleaning routines result in a spread of Coronavirus in the school.</p>	<ul style="list-style-type: none"> • Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents and approved cleaning products • Read PHE’s COVID-19: cleaning of non-healthcare settings guidance • Define a new 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 • Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas • Plan for the daily removal and safe disposal of rubbish • Schedule frequent cleaning of resources (e.g. books, toys) shared within groups • Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups • Purchase additional standard cleaning equipment if needed 	2	2	4	<p>The cleaning company will clean at the end of the school day. The classroom and office staff will clean throughout the school day paying particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles.</p> <p>The cleaning log, which sets out the schedule, will be completed daily in Sharepoint and checked by CW.</p> <p>Rubbish will be bagged up, as part of the cleaning schedule, by classroom and office staff and placed in external industrial bin for collection.</p> <p>Classroom staff will clean classroom resources daily and isolate/clean resources if shared between groups. The sharing of resources will be limited to necessity.</p> <p>Reading books will remain within pods/cohorts and quarantined for 72 hours upon return from home.</p> <p>Pod staff will check and replenish tissues, sanitiser and cleaning products daily.</p> <p>Admin staff will check the stock of tissues, sanitiser and cleaning products daily and order in good time.</p>	2	1	2
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<p>C4. Insufficient distancing, or mixing of different groups of children, staff and parents, result in a spread of Coronavirus in the school/ local community.</p>	<ul style="list-style-type: none"> • Minimise contact between individuals and maintain social distancing wherever possible • Plan group sizes • Revise timetables to accommodate groups and minimise movement between classrooms, where possible • Where possible, stagger start, break, lunch and finish times • Cancel large gatherings, such as assemblies and staff meetings • Revise extra-curricular offer to minimise mixing between groups • Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems • Divide playground to minimise mixing between groups • Plan arrangements for drop off/collection and communicate these to parents • Plan measures for lunchtimes including managing queues, reconfiguring dining spaces • Communicate arrangements to catering suppliers and lunchtime supervisors • Where necessary use appropriate PPE, follow guidance on putting on and taking off standard PPE- https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures 	3	2	6	<p>Group sizes and management The below is communicated to all staff and parents via letter and email. Updates will be shared in a timely manner.</p> <p>Pod group sizes will be class/cohort size. Some pods will pair up to form bubbles to support staffing and use of space. YR and Year 1 will create a bubble in using the outdoor learning space together. Year 3 and 4 will use playground space together as will Year 5 and 6. Year 2 and Year N will remain as their pods.</p> <p>Staggered start, end of school day and staggered lunch/break times are timetabled to ensure full school day is offered for all.</p> <p>Entrances and exits to school site and also classrooms and toilet facilities are planned out to minimise contact. A one-way system is in place indoors and outdoors also.</p> <p>PPA cover has been limited to no more than 2 or 3 classrooms for HLTAs and contact with as few others has been adhered to yet supporting operational needs.</p> <p>Assemblies and staff meetings will be via TEAMS or outdoors. Those without the facility to use TEAMS with microphones will need to meet 2 metres apart in ventilated spaces.</p> <p>Lunchtimes/Playtimes</p> <p>The hall will be used by YR and Y1 to eat. A queuing area and pick up point for other classes will be marked out in tape to allow 2 meters from other pupils and staff. The space will be divided into areas to avoid mixing groups</p> <p>All surfaces will be cleaned thoroughly between groups, using standard products, such as a disinfectant spray/antiseptic wipes.</p> <p>Admin/Kitchen team will ensure disinfectant spray and wipes are made readily available. Kitchen team will ensure that additional equipment used for service is wiped down between groups i.e. catering trolleys and food containers.</p> <p>Playgrounds are divided to limit mixing.</p> <p>Clubs/Wrap around care</p> <p>Breakfast club will be located in the school hall and cleaned down after by BC staff.</p> <p>Resources will remain for their sole purpose. Children will remain at pod group tables throughout the session and collected by TA for school session.</p> <p>Disposable cutlery and containers used</p> <p>Clubs will be offered when measures are further assessed.</p> <p>External providers will conform to the school RA and their company RA will be requested and checked for compliance with our own when considered.</p>	3	1	3
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<p>C5. Provision for intimate care means that distancing can't be followed.</p>	<ul style="list-style-type: none"> Put in place a PPE procedure that could include for example, the use of PPE where a pupil becomes ill with coronavirus symptoms while at school Where a pupil already has routine intimate care needs that involve the use of PPE, the care plan should be reviewed; PPE should continue to be used as per the care plan 	<p>2</p>	<p>2</p>	<p>4</p>	<p>If a pupil becomes symptomatic they will be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance</p> <p>Whilst awaiting collection, they will be moved to the isolation room, Headteacher's office, and isolated, with appropriate adult supervision. If they need to go to the bathroom while waiting to be collected, they will use the toilet opposite that room.</p> <p>The bathroom will be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>An Isolation Kit is provided in the room. PPE will be worn by staff caring for the child while they await collection.</p> <p>The SENDCo has reviewed Care Plans for all returning pupils to include the use of appropriate PPE. These have been shared with pod/bubble staff and parents.</p>	<p>2</p>	<p>1</p>	<p>2</p>
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<p>C6.</p> <p>The spread of Coronavirus through school and wider community.</p>	<ul style="list-style-type: none"> • Engage with the NHS Test and Trace process • Put in place a procedure regarding the NHS Test and Trace process and how to contact your local Public Health England health protection team (this is likely to be part of the procedure outlined below) • Manage confirmed cases of coronavirus (COVID-19) amongst the school community • Put in place procedures to manage suspected/confirmed cases • Read process for dealing with symptomatic pupils • Read procedure for dealing with a suspected outbreak • Identify a room that symptomatic pupils will wait in until parents collect them, ideally with: <ul style="list-style-type: none"> ➤ A door you can close ➤ A window for ventilation ➤ A separate bathroom (either attached to the room or nearby) • Plan staff training on the process for dealing with symptomatic pupils and ensure they are aware of the steps the school will take in the event of an outbreak • Contain any outbreak by following local health protection team advice • Ensure sufficient stocks/ongoing supply of PPE equipment, using local supply chains 	3	2	6	<p>When a child becomes symptomatic: The TA will accompany the child to the isolation room. The teacher will inform the school office and Headteacher either by e mail marked urgent or by phone call. The office/Headteacher will follow the flow chart for next actions.</p> <p>The school will notify all relevant parties in a timely manner.</p> <p>The isolation room is nominated as the Headteacher’s office. The toilet will be the one located opposite and the area closed off to others. Windows fully opened and external door closed. Another adult on call outside of window.</p> <p>Staff training planned.</p> <p>Admin staff will check the stock of PPE equipment, tissues, sanitiser and cleaning products daily and order in good time.</p>	3	1	3
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<p>C7.</p> <p>The transmission of Coronavirus when using school/public transport.</p>	<ul style="list-style-type: none"> • Encourage parents and pupils to walk/cycle or drive to school rather than take public transport • Remind parents and pupils still using public transport that face coverings are mandatory for children 11 years+ • Consider organising walking buses for primary pupil groups • Work with the local authority, other local schools and transport providers to consider adjusting start and finish times and/or staggered starts • Work with home-to-school transport providers to determine appropriate protective measures to take on transport to align with your school’s policies. Consider: <ul style="list-style-type: none"> ➢ how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school ➢ use of hand sanitiser upon boarding and/or disembarking ➢ additional cleaning of vehicles ➢ organised queuing and boarding where possible o distancing within vehicles wherever possible ➢ the use of face coverings for children over the age of 11, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet 	3	2	6	<p>Letter to parents on 15th July will encourage appropriate transportation to and from school and PPE for 11+.</p> <p>Admin staff will share start and end times with Redwoods Coaches/parents. They will:</p> <ul style="list-style-type: none"> • request seating plans for pupils to sit in pod groups. • request use of hand sanitiser and use on disembarking • agree drop off and pick up times • explain 2 metre queuing (RC/SCh to oversee on playground) <p>Redwoods coaches</p> <p>Start of day - Bus to enter road, meet staff and children to wash hands and go straight to pod/line following 2 metre social distancing and one-way system. Communicated through letter to parents.</p> <p>End of day – TA to take pupil to line up at cones/markings on playground to wait for bus/adults to arrive.</p>	3	1	3
<p>C8.</p> <p>Insufficient risk management may place vulnerable individuals at increased risk.</p>	<ul style="list-style-type: none"> • Review all risk assessments that relate to this document to ensure updated with relevant guidance i.e. site and personnel risk assessment • Consult with staff, professional bodies and/or staff representatives • Consider the impact on staff and pupils who have particular protected characteristics, including race and disability, in developing your approach to reopening • Executive leaders/Trustees review school risk assessments and update the Trust Risk Register accordingly • Take account of current Government Guidance in relation to vulnerable individuals 	3	2	6	<p>RAA Fire and RAA whole school amended 14/07/20 review and shared with staff on 03/09/20</p> <p>RAs shared with Ventrus EXEC/Unions July 2020</p> <p>SENDCo has completed and reviewed RAs for pupils with SEND, Medical needs.</p> <p>CW has considered protected characteristics such as race and disability, within all other RAs for individuals. For example, limiting interaction with increased pupils and adults to the minimum possible.</p> <p>RAs for vulnerable adults have timely review dates and will be reviewed according to any further government guidance.</p>	3	1	3

<p>C9. Increased vulnerability/ reduced academic performance, due to poor attendance from Sept/ lack of access to school during Covid school closures</p>	<p>Attendance</p> <ul style="list-style-type: none"> ➤ Communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year. Consider writing to parents, explaining: <ul style="list-style-type: none"> ➤ what precautions and processes will be in place? ➤ mandatory attendance expectations ➤ the reasons why returning to school is important • Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them - especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic • Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker of non-attendance, if they have one, of non-attendance <p>Catch Up Funding</p> <ul style="list-style-type: none"> • Consider using the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance 	1	3	3	<p>Letter to parents will include expectations with regard to attendance and reasons for this.</p> <p>Parents of reluctant attenders will be contacted and support offered. Curriculum engagement at the start of the day will allow for supported transitions for example, allowing staff to manage all learners including those requiring supported transition. Headteacher and SENDCo will support start of day transition at gate.</p> <p>Admin team will provide clear communication around attendance and lack of this.</p> <p>Headteacher and Safeguarding team will update social workers on attendance and any challenges to this in a timely manner to keep children safe.</p> <p>Attendance and pastoral need will be closely monitored in September and beyond to allow a reactive analysis of how catch-up funding might benefit those children who require catch up for learning and the associated behaviours.</p>	1	2	2
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<p>C10.</p> <p>Staffing related risks:</p> <p>Insufficient staffing levels</p> <p>Increased exposure due to working across pods/ settings</p> <p>Detrimental impact on physical and mental health and wellbeing</p>	<p>Clinically extremely vulnerable</p> <p>The clinically extremely vulnerable list will be paused on 1st August. Some people on this list will remain under the care of their doctor or specialist and may be advised not to return to work.</p> <ul style="list-style-type: none"> Assess how many staff remain in this much smaller group and the impact on the workforce Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes. Consider using an Equalities Impact Assessment:- https://schoolleaders.thekeysupport.com/article/16686/documents/2301/KeyDoc_reopening_equality_impact_assessment.doc?marker=content-body In light of your assessment, consider altering the way in which you deploy staff <p>Using temporary/cover staff</p> <ul style="list-style-type: none"> In order to minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year <p>Staff health & wellbeing</p> <ul style="list-style-type: none"> Minimise staff travel between schools who are interacting with pupils Staff made aware of the signs of stress and anxiety Staff have regular contact with Line Managers. Line Managers to be vigilant for signs of excessive stress amongst staff and to initiate remedial action as soon as possible. Workload and work life balance is being monitored on an ongoing basis. This includes all members of staff up to and including the executive team Support available via our healthcare provider https://www.medigold-health.com/ 	3	2	6	<p>No staff are in the clinically extremely vulnerable group.</p> <p>Some staff are in the clinically vulnerable group. These staff have been risk assessed and are happy to resume usual job roles. RAs will be reviewed and updated accordingly and in line with government guidance.</p> <p>Where staff live with a clinically extremely vulnerable person an individual RA minimises risk and adjustments to timetabling have been made.</p> <p>Cover staff will be considered according to need. Not required at present.</p> <p>Individual RA for staff across 2 settings has been aligned. Minimum contact with pupils and meetings carried out by TEAMS.</p> <p>Headteacher to inform Headteacher /manager in other setting if there are pupils or staff with symptoms of COVID 19.</p> <p>Staff meeting – signs of stress and anxiety planned for 03/09/20.</p> <p>Weekly/daily check ins with staff according to need. Team leaders at meetings.</p> <p>Headteacher to check in with any staff already supported through IMASS prior to September.</p>	3	1	3
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<p>C11.</p> <p>The risk of exposure to Coronavirus is increased due to membership of more than one pod, provision or setting, or due to letting to external providers.</p>	<p>Extra-curricular activities/membership of more than one pod, provision or setting</p> <ul style="list-style-type: none"> ➤ Review breakfast and after-school provision and consider the need to respond flexibly and build this up over time ➤ Review parents use of external providers: BC/ASC and child minders; consider the need for additional protective measures, including minimising the number of pods children access ➤ Advise parents to limit the number of different wraparound providers their children access during weekends/school holiday times ➤ As with physical activity during the school day, contact sports should not take place ➤ No activity that would not be allowed in the school day, will be allowed during extra-curricular activities/BC/ASC <p>Letting to external providers</p> <ul style="list-style-type: none"> ➤ Letting to be prioritised to meet children’s needs ➤ Additional costing/staffing of COVID cleans required, in advance of staff/children using the space that has been let ➤ No activity that would not be allowed in the school day, will be allowed during lettings ➤ Those letting must have their risk assessment approved by Sam Lydon-Drake and must sign the school risk assessment ➤ Where necessary those letting will need to add additional measures to their risk assessment to meet school requirements ➤ Those letting spaces must keep abreast of changes in guidance ➤ Those letting spaces must keep a written record of attendees, that will be shared with PHE, if required 	2	3	6	<p>Breakfast club Breakfast club will now be located in the school hall and cleaned down after by BC staff. Resources will remain for their sole purpose. Children will remain at pod group tables throughout the session and collected by TA for school session.</p> <p>After school club Not currently provided.</p> <p>Parent letter on 15/07/20 will request that parents limit their wrap around providers where possible but understand that this is not always possible.</p> <p>None planned currently.</p> <p>External PE clubs will not be offered in Autumn first half term and considered to commence when guidance changes.</p>	2	1	2
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<p>C12. Gaps in knowledge and understanding, existing as a result of time away from school, will not be made up.</p>	<ul style="list-style-type: none"> ➤ Implement a robust process of assessment to identify learning gaps quickly ➤ Modify the school’s curriculum to address the identified gaps in knowledge, while maintaining breadth and balance ➤ Adopt flexible teaching strategies to deliver the planned curriculum and meet needs of learners, maximising the use of technology ➤ Identify students most at risk of disengagement/most in need of additional support ➤ Engage with LAs, agencies and the families of pupils with SEND to devise plans to provide specific support as needed 	1	3	3	<p>In September assessments will be reflective of key knowledge/skills for ‘expected’ standards at the end of the previous year. These outcomes will inform catch-up learning in and out of class. Funding will be mapped to this.</p> <p>Teachers of some cohorts have followed the cohort onto the next class. The curriculum will reflect on-going knowledge from March 2020 and throughout school closure/home-learning.</p> <p>Teachers will have a flexible approach to planning which will reflect needs identified in on-going assessment within the lesson.</p> <p>Weekly team meetings will highlight pupils in need of support. Fed back weekly to LT. SENDCo/Headteacher will prioritise resources and monitor. This will be recorded and updated each week.</p>	1	2	2
<p>C13. Increased risk of transmission during physical and musical activity.</p>	<p>Settings should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance</p> <p>Physical activity</p> <ul style="list-style-type: none"> ➤ Ensure pupils remain in consistent groups where possible, sports equipment is to be thoroughly cleaned between each use, and contact sports are avoided ➤ Prioritise outdoor sports where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying attention to cleaning and hygiene <p>Music</p> <ul style="list-style-type: none"> • When pupils are playing instruments, or singing in small groups such as in music lessons by, consider: <ul style="list-style-type: none"> ➤ physical distancing ➤ playing outside wherever possible ➤ limiting group sizes to no more than 15 ➤ positioning pupils back-to-back or side-to-side ➤ avoiding sharing of instruments ➤ ensure good ventilation • Singing, wind and brass playing should not take place in choirs and ensembles, or assemblies 	2	2	4	<p>Each pod will have boxes of play equipment which will be cleaned regularly. Other shared equipment will need to be thoroughly cleaned between pods.</p> <p>Indoor space will be timetabled to ensure time between pods allows for cleaning.</p> <p>Indoor spaces will be ventilated at all times during, after and prior to use.</p> <p>Swimming lessons will not commence during the Autumn Term.</p> <p>Musical activities will take place outdoors where possible, including singing in groups. Groups of no more than 15 will engage in music indoors and rooms will be ventilated prior, during and after.</p> <p>No shared instruments unless cleaned between use.</p> <p>No assemblies indoors collectively. These will be delivered through TEAMS without singing or ensembles.</p>	2	1	2

<p>C14. Experiences during Covid closures may have had a detrimental impact on children's emotional and physical well-being.</p>	<ul style="list-style-type: none"> • Ensure Headteachers (DSL) prioritise their time, especially in the first few weeks of term, to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children social care and other agencies where these are appropriate • Provide additional lessons/opportunities focused on supporting pupils' mental health and wellbeing, within the curriculum/school timetable, including targeted pastoral intervention as appropriate • Consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> ➢ support the rebuilding of friendships and social engagement ➢ to address and equip pupils to respond to issues linked to coronavirus (COVID-19) ➢ to support pupils with approaches to improving their physical and mental wellbeing • Consider the support needs of particular groups who need additional help (for example Children in Need), and any newly vulnerable pupils on their return to school 	1	3	3	<p>Headteacher (DSL) and DDSL will clear meetings from diaries to prioritise pupil's welfare upon return to work.</p> <p>DSL/DDSLS to meet with children with social workers to catch up about their holidays and any newly vulnerable children.</p> <p>PSHE and well-being have been prioritised in the curriculum for the first half term.</p> <p>PSHE displays in all rooms to highlight the importance and give reference to pupils on who and what is available to help them.</p> <p>NSPCC film will be shown to all classes on first week of return.</p> <p>Worry boxes reintroduced.</p> <p>Mental Health Ambassadors will deliver their assemblies with Headteacher. Planned by lead practitioner.</p> <p>Safeguarding e mail address set up for Hemyock will be shared with parents and pupils prior to Summer break and after.</p>	1	2	2
<p>C15. Time away from the structure school environment may have resulted in a detrimental impact on children's attitude to learning and conduct.</p>	<ul style="list-style-type: none"> • Revise behaviour and attendance policies if necessary, to create the right conditions to re-engage pupils in their learning and reintegrate them back into school life • Provide additional pastoral and support services, exploring how services might be delivered remotely prior to reopening • Consider delivering lessons in shorter sessions and rebalancing the pastoral/academic load in the first few weeks; maximise opportunities to learn outside 	2	2	4	<p>Behaviour policy to include rewards and sanctions will be shared with staff.</p> <p>Behaviour policy to include rewards and sanctions will be shared with pupils and parents.</p> <p>Teachers have planned pastoral/well-being sessions into timetable in first half term.</p>	2	1	2

C16. Increased infection levels locally result in further school closures.	<ul style="list-style-type: none"> Ensure Trust procedures are in place to manage local closures PHE Guidance to be followed Headteacher to consult Executive Team, immediately 	1	3	3	Headteacher is proactive in gaining local community communication through community links and also Facebook groups. Staff requested to inform Headteacher if local information is shared around COVID 19 increased infection.	1	2	2
C17. Children do not have access to high quality online learning, during further partial/full school closures.	<ul style="list-style-type: none"> DfE funding has been secured to establish Microsoft 365 as a learning platform; all classes have been set up in Teams Staff training to be delivered to ensure teachers can provide their online learning, interaction, assessment and feedback, via Microsoft Teams, by the third week in September 2020 Ensure high quality online and offline resources have been identified and linked to the school or Trust's curriculum provision Communicate online learning and safeguarding expectations, including logins/passwords, to parents and pupils 	2	3	6	Letter to parents with videos and instructions will be shared with parents. Team leaders and Headteacher will monitor the on-line provision. Teachers will continue to monitor the engagement of pupils using on-line learning and feedback to the LT.	2	2	4
Other Risk Assessments								

Each new hazard must be on a new row. Add extra rows if necessary. This will make the assessment easier to view and understand. Roll over into another page if necessary.

ASSESSOR NAME: Catherine Willcocks	ASSESSOR SIGNATURE: 	DATE OF ORIGINAL ASSESSMENT: 07/07/2020	DATE OF NEXT REVIEW: 03/09/2020
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Standard Risk Assessment Definitions

- RISK** - is the *potential* to cause harm. e.g. contract coronavirus

- **Control Measures** - are the actions taken to prevent harm
- **Severity (S)** - rated as follows:
 - **MAJOR** = 3
 - **MODERATE** = 2
 - **SLIGHT** = 1
- **Likelihood (L)** - rated as follows:
 - **LIKELY** = 3 could happen anytime.
 - **POSSIBLE** = 2 might happen sometimes.
 - **UNLIKELY** = 1 where harm is unlikely to occur.
- **Risk Rating (RR)** - is a means of 'measuring' the risk by multiplying the *severity* by the *likelihood* e.g. a *severity* factor 'MODERATE' with a *likelihood* factor 'POSSIBLE' would give a risk rating of 2 x 2 =4. This should represent the risk at the time of the assessment, given the control measures in place at the time.
- **Additional Control Measures** – these are the measures Headteachers are taking locally, including amendments made to risk other assessments, to manage the Risk Rating.
- **Risk Rating**
 - High** = from 6 – 9 requires **IMMEDIATE** action to achieve a reduction in risk.
 - Med** = from 3 - 4 requires action **AS SOON AS POSSIBLE**.
 - Low** = from 1 - 2 may be considered acceptable (although action may be possible to reduce the risk even further can be considered).

Simple Risk Matrix			
	Consequences		
Likelihood	Minor	Moderate	Major
Likely	Yellow	Red	Red
Possible	Green	Yellow	Red
Unlikely	Green	Green	Yellow

Risk Treatment Key	
Intolerable Risk Level. Immediate action required	
Tolerable Risk Level. Risks must be reduced so far as is practicable.	
Broadly Acceptable Risk Level. Monitor and further reduce where practicable.	

Passing on the Key Findings

Important: The key findings of this assessment need to be passed on to those who need it.

Government Guidance – Links Section

Key government guidance is being followed includes (not an exhaustive list):

1. Coronavirus (COVID-19): implementing protective measures in education and childcare settings <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
2. Actions for educational and childcare settings to prepare for wider opening <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-from-1-june>
3. Social Distancing <https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july>
4. Shielding and Protecting Vulnerable Persons <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#shielded-and-clinically-vulnerable-adults>
5. COVID-19: cleaning of non-healthcare settings <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>
6. Travel Guidance – safer travel <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>
7. Actions for schools in preparation for the Autumn term- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

