



## COVID 19 – Risk Assessment Reopening Sept 2020

**JULY 2020**

<b>Date approved by SNOMAC Directors</b>	
<b>Next review date</b>	
<b>Body responsible for review</b>	<b>Directors Compliance Committee</b>

**Constituent academy to which this policy relates:**

Hagley Catholic High School

Our Lady of Fatima Catholic Primary School

**St Ambrose Catholic Primary School's**

St Joseph's Catholic Primary School

St Mary's Catholic Primary School

St Wulstan's Catholic Primary School

MAC Central Office

**Saint Nicholas Owen Catholic Multi Academy Company**

**COVID 10 –Risk Assessment Reopening Sept 2020**

**This COVID 19 Risk Assessment has been approved and adopted by Saint Nicholas Owen Catholic Multi Academy Company on 1<sup>st</sup> September and will be reviewed again in**

**Academy to which this policy relates: Saint Ambrose Catholic Primary School**

**Signed by the Chair – St Ambrose Catholic Primary School:**

**Signed by the Chair of – St Joseph’s Catholic Primary School:**

**Signed by the Chair of– St Mary’s Catholic Primary School:**

**Signed by the Chair of – St Wulstan’s Catholic Primary School:**

**Signed by the Chair of – Hagley Catholic High School:**

**Signed by the Chair of – Our Lady of Fatima Catholic Primary School:**

**Signed for the MAC Central Office**

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## 1. Introduction

The updated Government Guidance 02.07.20 sets out that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term and has been prepared with input from school leaders, unions and sector bodies in consultation with Public Health England and the Health and Safety Executive.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

*'Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later.*

*The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.'* (Gov.uk Guidance for full opening schools: 2 July 2020)

Schools must comply with health and safety law, which requires us to assess risks and put in place proportionate control measures. School leaders have worked with Health and Safety consultants, Local Authorities and Unions to draw up plans for the autumn term that address the risks identified using the system of controls set out by Public Health England. Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning 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 potential for contamination so far as is reasonably practicable.

The system of controls provides a set of principles that effectively minimise risks. All elements of the system of controls are essential.

We appreciate there cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario. Local School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk.

We want all pupils and staff to be back in school. We are taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within our setting by revisiting our risk assessments and building on the knowledge and practices we have developed during the last few months.

## 2. Legislative framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- The Health and Safety at Work etc. Act 1974
- The Workplace (Health, Safety and Welfare) Regulations 1992 (as amended)

- The School Premises (England) Regulations 2012
- The Manual Handling Operation Regulations 1992 (as amended)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Provision and Use of Work Equipment Regulations 1998
- (DfE) 'Advice on standards for school premises' 2015
- Guidance for full opening: schools (GOV.UK 02.07.20)

This policy will be implemented in conjunction with the school's:

- Health and Safety Policy
- First Aid Policy
- First Aid Risk Assessment
- Cleaning Policy and Schedule

Government advice "does not supersede any legal obligations relating to health and safety, employment or equalities and it is important that as an employer you continue to comply with your existing obligations".

### **3. Employers' duties**

The employer is responsible for making sure that their health and safety risk assessments are maintained and address the risks identified using a system of control measures. St Nicholas Owen Catholic Multi Academy Company take reasonable steps to protect staff, pupils and others from CORONAVIRUS (COVID 19) within our setting.

For St Nicholas Owen Catholic Academy Company, it is the Board of Directors who consult the Academy Committee in each school.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the Principal and school management team.

Reference: <https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm>

The employer has a duty to:

- Put in place sensible approaches to health and safety, with clear policies that focus on real risks, and do not encourage unnecessary paperwork.
- Provide appropriate training for staff.
- Implement arrangements that manage the risks to staff, pupils and visitors who may be affected by the school's activities.
- Provide personal protective equipment (PPE) in the required setting (first aid or 1-2-1 supervision).
- Check that the control measures have been implemented and remain appropriate and effective.

#### **4. Employees' duties**

All of the school workforce play an important part in sensible health and safety management in school. Staff involvement makes a vital contribution towards achieving safer and healthier workplaces, and helps develop sensible rather than over cautious approaches.

Employees have a duty to:

- Take reasonable care for your own health and safety and that of others who may be affected by what you do, or fail to do.
- Attend appropriate training as required.
- As necessary, wear any personal protective equipment (PPE) provided by the employer.
- Cooperate with your employer, fellow members of staff, contractors and others to enable them to make and keep the workplace safe.
- Raise health and safety concerns in line with local arrangements

#### **5. COVID (19) The Risk**

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus.

Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people, and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

The best way to prevent and slow down transmission is to be well informed about the COVID-19 virus, the disease it causes and how it spreads. Protect yourself and others from infection by washing your hands or using an alcohol based rub frequently and not touching your face.

The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it's important that you also practice respiratory etiquette (for example, by coughing into a flexed elbow).

At the time of issuing this guidance, there are no specific vaccines or treatments for COVID-19. However, there are many ongoing clinical trials evaluating potential treatments. St Nicholas Owen Catholic Multi Academy Company will continue to provide updated information as soon as clinical findings become available.

In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics' analysis on coronavirus (COVID 19) suggests that staff in educational settings tend not to at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults however the risk to children themselves of becoming severely ill from coronavirus (COVID19) is very low and there are negative health impacts of being out of school.

*'given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school'* (Gov.uk Guidance for full opening schools: 2 July 2020)

## Introduction

The government plan is for the full return of all pupils from September 2020: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

School employers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the [HSE guidance on working safely](#).

This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 2<sup>nd</sup> July 2020 and is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Local Authorities. [EYFS guidance](#) should be considered for Nursery Schools and Nursery Classes. Separate guidance is available for Special Schools and is not considered in this tool.

The completion of this tool/checklist should not be undertaken in isolation by one individual and should involve staff who understand the risk assessment process. Once completed, the risk assessment should be shared with the school's workforce. If possible, schools should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).

Risk assessment is about identifying sensible measures to control the risks in a workplace or when undertaking an activity. The process evaluates the threats and risks of a specified issue/situation and enables the likelihood that somebody could be harmed, together with an indication of how serious the harm could be, to be considered.

**Likelihood** - For each issue/situation, determine the likelihood it will occur.

**Severity (outcome)** - **determine** the potential injury/health.

Likelihood	Severity
4 = Certain = common or frequent occurrence	4 = Major risk - death, loss of limbs, etc
3 = Probable = likely to occur sometime	3 = High risk - broken bones, burns, etc
2 = Possible = may occur sometime	2 = Moderate risk - cuts, bruises, sickness, etc.

1 = Improbable = unlikely to occur

1 = Minimal risk - strain, shaken, no injury, etc

The matrix (below) provides a method to determine the level of risk, with the Likelihood and Severity being independently scored and plotted.

RISK LEVEL MATRIX						
PROBABILITY (LIKELIHOOD)	4	Low	High	Very High	Very High	
	3	Low	Med	High	Very High	
	2	Low	Low	Med	High	
	1	Low	Low	Low	Low	
		1	2	3	4	
		SEVERITY (OUTCOME)				

Once the likelihood and severity of the risk have been assessed they are plotted on the risk profiling grid above and the risk rating defined e.g. If a risk has a likelihood of 3 – Likely and a severity of 1 – Minimal, the risk rating will be 3 x 1 = 3. This would mean the risk is low and arrangement would be adequate. Example as follows:

Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
<b>Example:</b> Slips, trips and falls	<ul style="list-style-type: none"> <li>Cleaning regime in place.</li> </ul>	Y	Review arrangements for	3x1=3 Low



Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
<p><i>There are smooth surfaces and tripping hazards around the school site with the potential to cause persons to fall over injuring themselves with multiple injuries.</i></p>	<ul style="list-style-type: none"> <li>• <i>Correct safe substance used for surfaces.</i></li> <li>• <i>Signage available.</i></li> <li>• <i>Cleaners have received training.</i></li> <li>• <i>Introduce hazard reporting system and ensure that staff are aware of school H&amp;S Policy.</i></li> <li>• <i>Undertake specific risk assessment on snow and ice.</i></li> <li>• <i>Remove all trailing cables in admin office.</i></li> </ul>		<p>new staff i.e ensure the H&amp;S policy to shared /communicated</p>	

## Links to related published guidance notes to be referred to alongside the Model Risk Assessment

### Links to DfE Guidance

As new guidance is produced weekly, please refer to [www.gov.uk](http://www.gov.uk) for updates

Note from DfE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments>

<https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>

<https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

<https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

	<a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a> <a href="https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers">https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</a> <a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a>
<b>Governance and other resources</b>	<p>As ever, if subscribing schools have questions / queries about governance, they can contact Schools, Central Team, Local Authorities</p> <p>ACAS guidance on mental health: <a href="https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus">https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</a></p> <p>HSE guidance on working during coronavirus and related links: <a href="https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm</a></p> <p>NAHT guidance on health and safety duties and schools: <a href="https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/">https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</a></p>

Version edits			
Version No.	Section - Edits	Page	Published
1	Original		07/07/20

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans					

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
<b>Lack of certainty over returning numbers</b>	M	<ul style="list-style-type: none"> <li>• Planning for full attendance of all year groups</li> <li>• Phased return arrangements in place for year groups / pupils</li> <li>• Support for pupil/parent anxiety about return to school and vulnerability to COVID-19</li> <li>• 0 number of children remain shielded at home</li> <li>• Requests for support for vulnerable families sent through Family Front Door</li> <li>• Any specialist equipment required is returned to school/additional equipment made available to support return</li> <li>• Home to school transport in place where required</li> <li>• Readiness to implement Test and Trace</li> </ul>	Y		L
<b>Number of staff available is lower than that required to teach classes in school</b>	H	<ul style="list-style-type: none"> <li>• The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, 1<sup>st</sup> Aiders and cleaners.</li> <li>• Full use is made of those staff who are self-isolating but are well enough to teach lessons online.</li> <li>• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>• A blended model of home learning and attendance at school is utilised until staffing levels improve.</li> <li>• Contingency planning with Academy is in place.</li> <li>• Consideration of available testing for school staff is updated according to latest government advice: <a href="https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance">https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance</a></li> </ul>	Y		M
<b>Schools lose focus on continuing to apply in-year admissions process</b>	M	<ul style="list-style-type: none"> <li>• Review in-year school admissions expectation with key admission staff.</li> <li>• Ensure key school contact and related resources in place.</li> </ul>	Y		L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
including admitting 'new' pupils		<ul style="list-style-type: none"> <li>• Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns.</li> <li>• Ensure speedy admission of children in the relevant year groups.</li> <li>• Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.</li> </ul>			
<b>2. Plan how the whole school will be accommodated and encourage attendance</b>					
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group	M	<ul style="list-style-type: none"> <li>• SLT and site management team meeting to review school site and specify entry/exit points and classroom use</li> <li>• 210 maximum number of children and staff that can be accommodated in school on any given day with a teacher per 'bubble'</li> <li>• 7 designated classrooms being fully utilised for each year group and reorganised to allow front facing desks</li> <li>• Furniture items to be arranged to be front facing Yrs 2-6</li> <li>• 1 unused classroom that could be utilised.</li> <li>• Engagement of appropriate services for families not engaging</li> <li>• Curriculum leads in school meet regularly to review impact of plan</li> </ul>	Y		L
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	H	<ul style="list-style-type: none"> <li>• Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces. If movement required ensure social distancing of 2 metres if possible or 1 metre plus.</li> <li>• Classroom size and numbers reviewed through daily planning.</li> <li>• Classrooms re-modelled, with chairs and desks front facing and spaced (yrs 2-6) to allow for social distancing.</li> <li>• Spare furniture removed that will not be used.</li> </ul>	Y		L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> <li>• Clear signage displayed in classrooms promoting social distancing.</li> <li>• Hand washing facilities identified for each learning zone</li> <li>• Arrangements in place to support pupils when not at school with remote learning at home.</li> <li>• Classes stay together with their teacher and do not mix with other pupils.</li> <li>• Bubbles doubled to cover staff absence.</li> <li>• The EYFS environment is organised to allow children to have their own personal space.</li> <li>• Encourage use of outdoor space, weather dependent</li> <li>• Stagger lunchtimes to align with staggered start and finish times.</li> <li>• All lunchtimes will take place in the in the classroom and meals provided by caterers will be grab bags to aid distribution.</li> <li>• Meals from home will be packed lunches in a disposable bag.</li> </ul>			
<b>There is a need for additional space to allow for curriculum to be fully delivered</b>	M	<ul style="list-style-type: none"> <li>• Identify available large spaces and appropriate timetabling e.g, dining areas, Well being Hub and Saint Ambrose Room.</li> <li>• Masses and assemblies will be virtual.</li> <li>• Design layout and arrangements in place to enable social distancing.</li> </ul>	Y		L
<b>3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils</b>					
<b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b>	H	<ul style="list-style-type: none"> <li>• As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>• A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils</li> </ul>	Y		L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> <li>Parent and pupil procedure letters created reflecting changes to usual school policy</li> <li>Advice is made available to parents on arrangements testing for COVID-19</li> <li>Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods</li> <li>Arrangements for personal care in place for 1 child-see personalised risk assessment</li> </ul>			
<b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b>	H	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered.</li> <li>Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy</li> <li>Ensure contact details of families are up to date.</li> </ul>	Y		M
<b>Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place</b>	M	<ul style="list-style-type: none"> <li>Request daily changes of school uniform where possible to reduce the risk of infection</li> <li>Refer to school's hygiene policies</li> <li>Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family</li> <li>Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents</li> <li><a href="http://www.worcestershire.gov.uk/here2help">http://www.worcestershire.gov.uk/here2help</a></li> </ul>	Y		L
<b>4. The school day</b> <b>This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/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</a></b>					
<b>The start and end of the school day create risks of breaching</b>	M	<ul style="list-style-type: none"> <li>Start and departure times are staggered.</li> <li>Whole school enter via main gate and exit via the church; each year group to enters and exits at designated time.</li> </ul>	Y		L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
<b>social distancing guidelines</b>		<ul style="list-style-type: none"> <li>• Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised.</li> <li>• Floor markings are visible where it is necessary to manage any queuing.</li> <li>• Attendance patterns have been optimised to ensure maximum safety.</li> <li>• A plan is in place for the effective and safe hand over of new reception children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress.</li> </ul>			
<b>Daily attendance registers for new cohorts are not in place</b>	M	<ul style="list-style-type: none"> <li>• EB responsible for completion of school daily attendance registers</li> <li>• EB responsible for completion of DfE daily submission (if applicable)</li> <li>• Regular reporting and monitoring of attendance to responsible body</li> </ul>	Y		L
<b>5. Provision for meals and FSM.</b> Consider alongside <a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</a>					
<b>Pupils eligible for free school meals do not continue to receive vouchers</b>	M	<ul style="list-style-type: none"> <li>• FSM receive meals in school</li> <li>• Issues with food poverty to be addressed through application to Food banks and vouchers will be provided for parents.</li> </ul>	Y		L



Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
<b>The school is unable to provide breakfast clubs, lunch clubs and after-school clubs</b>	M	<ul style="list-style-type: none"> <li>• Feasibility on continuation or reimplementaion of wrap-around provision.</li> <li>• Offer services to parents and children will be organised in the same bubbles as school.</li> <li>• Consideration of use of space for food preparation and consumption</li> <li>• Communicate decisions to parents</li> </ul>	Y		L
<b>Meals are not available for all children in school</b>	M	<ul style="list-style-type: none"> <li>• Communication with catering provider to consider options</li> <li>• Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures.</li> <li>• Stagger lunchtimes to align with staggered start and finish times.</li> <li>• Limit lunch menus to offer a set nutritionally balanced menu eg. Cold grab bags will be provided initially</li> <li>• lunchtimes in the classroom for all year groups.</li> <li>• Usual considerations in place for dietary requirements</li> </ul>	Y		L
<b>6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer</b> Consider alongside: <a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a>					
<b>School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19</b>	H	<ul style="list-style-type: none"> <li>• Safeguarding remains highest priority and policy is updated to reflect changes</li> <li>• All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school</li> <li>• All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details)</li> <li>• School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry</li> </ul>	Y		L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<p>and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements</p> <ul style="list-style-type: none"> <li>• Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency</li> <li>• Reference to <a href="#">an addendum for the WCC Model Safeguarding Policy</a>.</li> </ul>			
<b>High risk of increased disclosures from returning pupils</b>	H	<ul style="list-style-type: none"> <li>• DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils</li> <li>• Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision</li> <li>• Multi-agency arrangements in place to support early help</li> <li>• School is aware of support through Worcestershire Children First</li> <li>• Advice is available through CASS, WCF Safeguarding and Prevent Team</li> </ul>	Y		M
<b>Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school</b>	M	<ul style="list-style-type: none"> <li>• Staff are aware of the importance to support pupil wellbeing and any changes that have occurred in children's lives since they have been away from school.</li> <li>• Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home.</li> <li>• Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general. Regular training and updates will be provided for staff.</li> </ul>	Y		L
<b>7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting</b>					
<b>Pupils' behaviour on return to school does</b>	M	<ul style="list-style-type: none"> <li>• Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day</li> </ul>	Y		L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
not comply with social distancing guidance		<p>by staff and through posters and floor markings. For young children this is done through age-appropriate methods such as stories and games.</p> <ul style="list-style-type: none"> <li>• Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice.</li> <li>• Staff model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided.</li> <li>• Break times and lunch times are structured and closely supervised.</li> <li>• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>• Messages to parents to reinforce the importance of and exhibit social distancing.</li> </ul>			
<b>8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support</b>					
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	H	<ul style="list-style-type: none"> <li>• Gaps in learning are assessed and addressed in teachers' planning.</li> <li>• Home (and remote learning if necessary) is continuing and is calibrated to complement in-school learning and address gaps identified.</li> <li>• Curriculum gaps are covered where appropriate</li> <li>• Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning</li> <li>• Consider the response to young children who have fallen behind in their self-care skills</li> </ul>	Y		M

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
<b>School unable to meet full provision required in line with EHCP</b>	H	<ul style="list-style-type: none"> <li>• Review individual pupil's EHCP to consider what can reasonably be provided whilst in school</li> <li>• Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan</li> <li>• Access support through health and social care offer</li> <li>• Support offered through LA SEND Panel/ Early Years Inclusion Support Service from WCF</li> </ul>	Y		L
<b>Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school</b>	M	<ul style="list-style-type: none"> <li>• Access Oak Academy, BBC bitesize etc for online resources</li> <li>• Work with CSEL and Academy Principals to discuss arrangements to support ongoing learning offer for pupils who can't attend school</li> <li>• Review regularly online offer for pupils that are unable to attend school</li> <li>• Access grants and available support for those pupils affected by ICT poverty</li> </ul>	Y		L
<b>Pupils moving on to the next phase in their education are ill-prepared for transition</b>	M	<ul style="list-style-type: none"> <li>• A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues (Transition July 2021)</li> <li>• There is regular and effective liaison with nurseries to assist with pupils' transition September 2020.</li> <li>• Regular communications with the parents of incoming pupils are in place, including letters, newsletters and push notifications.</li> <li>• Virtual tours of the school are available for parents and pupils.</li> <li>• Online induction tours for pupils and parents are planned for October 2020.</li> </ul>	Y		L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
<b>9. Content and timing of staff communications including bringing in staff in advance of pupils returning</b>					
<b>Staffing levels can't be maintained</b>	H	<ul style="list-style-type: none"> <li>• Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff</li> <li>• Advice sought from CSEL to support staffing levels or support eligible children to access provision through another school</li> <li>• Academy Chair of kept informed throughout</li> </ul>	Y		M
<b>Identify staff unable to return to school</b>	L	<ul style="list-style-type: none"> <li>• 0 staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls</li> <li>• Identify specific activities for staff who are vulnerable/shielded</li> </ul>	Y		L
<b>Staff are insufficiently briefed on expectations</b>	M	<ul style="list-style-type: none"> <li>• Staff receive daily/weekly briefings on day to day school matters</li> <li>• Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders</li> <li>• Flexible working arrangements needed to support any changes to usual working patterns are agreed</li> <li>• Staff workload expectations are clearly communicated</li> <li>• Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school</li> </ul>	Y		L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
<b>10. Protective measures and hygiene</b> This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/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</a>					
<b>Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times</b>	M	<ul style="list-style-type: none"> <li>• Classroom layouts are all organised for safety, entry and exit points, staggered break and lunch times,</li> <li>• One-way systems are in operation where feasible.</li> <li>• Corridors are divided where feasible.</li> <li>• Circulation routes are clearly marked with appropriate signage.</li> <li>• Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points</li> <li>• The movement of pupils around school is minimised as much as possible.</li> <li>• Where possible, pupils stay in classrooms and staff move around.</li> <li>• Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>• Appropriate supervision levels are in place.</li> <li>• safety measures and messages will be implemented and displayed around school as posters</li> </ul>	Y		L
<b>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</b>	M	<ul style="list-style-type: none"> <li>• Classroom base arrangements in place.</li> <li>• Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance</li> <li>• All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture.</li> <li>• All soft furnishings have been removed in EY environment</li> <li>• Resources are arranged to be used by small groups in EY to limit the risk of cross contamination.</li> <li>• Children in Years 1-6 have their own daily resources</li> <li>• Arrangements are reviewed regularly.</li> </ul>	Y		L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
<b>Staff rooms and offices do not allow for observation of social distancing guidelines</b>	M	<ul style="list-style-type: none"> <li>• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>• Staff have been briefed on the use of these rooms.</li> </ul>	Y		L
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>	H	<ul style="list-style-type: none"> <li>• Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>• Arrangements in place to meet the staffing requirements for personal care for one pupil.</li> <li>• Floor markings are in place to promote social distancing.</li> <li>• Pupils know that they can only use the toilet one at a time.</li> <li>• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>• The toilets are cleaned frequently to take account for the number of pupils accessing the facilities.</li> <li>• Monitoring ensures a constant supply of soap and paper towels.</li> <li>• Bins are emptied regularly.</li> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable.</li> <li>• Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils.</li> </ul>	Y		M
<b>11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies</b>					
<b>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not</b>	H	<ul style="list-style-type: none"> <li>• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening.</li> <li>• An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school.</li> </ul>	Y		M

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
undertaken to the standards required		<ul style="list-style-type: none"> <li>• Introduce enhanced daily cleaning of doorways, handles and corridor walls and other frequently touched surfaces</li> <li>• More frequent cleaning of rooms / shared areas that are used by different groups</li> <li>• Working hours for cleaning staff are increased in agreement with staff.</li> <li>• Outdoor playground equipment should be more frequently cleaned.</li> <li>• Seek LA support to manage insufficient capacity</li> </ul>			
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	H	<ul style="list-style-type: none"> <li>• Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u></li> <li>• Plans are in place to identify and clean all areas with which the symptomatic person has been in contact</li> <li>• Sufficient and suitable equipment is available for the required clean</li> <li>• Adequate waste disposal arrangements are in place to dispose of contaminated equipment</li> <li>• Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean-liaise with CSEL regarding provision Academy can provide</li> </ul>	Y		M
<b>12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment</b>					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	H	<ul style="list-style-type: none"> <li>• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>• Appropriate measures to supervise effective hand washing of young children are in place</li> <li>• Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day</li> </ul>	Y		M



Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> <li>• Posters reinforce the need to wash hands regularly and frequently, including on arrival at school.</li> <li>• Reinforce 'catch it, kill it, bin it' message</li> </ul>			
<b>Inadequate supplies and resources mean that shared items are not cleaned after each use</b>	M	<ul style="list-style-type: none"> <li>• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> <li>• Cater for equipment and resources per child and prevent the sharing of stationery and other equipment. Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups)</li> <li>• Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts</li> <li>• Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own PPE box.</li> <li>• The governing board finance committee is aware of any additional financial commitments</li> </ul>	Y		L
<b>13. School level response should someone fall ill on site in line with govt guidance</b>					
<b>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed</b>	H	<ul style="list-style-type: none"> <li>• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>• Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice.</li> <li>• This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Y		M

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
case of COVID-19 in the school		<ul style="list-style-type: none"> <li>• Staff are aware of the location of the emergency PPE pack.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. Academy representatives are satisfied that arrangements are in place and in line with DfE guidelines</li> <li>• Report cases of to the Health Protection Team in Public Health England using the online reporting system available here: <a href="https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l">https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l</a> or by telephone to 0344 225 3560 (opt 0 opt 2). Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response.</li> <li>• Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></li> <li>• Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR.</li> </ul>			
<b>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</b>	H	<ul style="list-style-type: none"> <li>• School's medical room has been assessed to ensure social distancing and isolation measures are not compromised</li> <li>• Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.</li> </ul>	Y		M

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
<b>14. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home</b>					
<b>Provision of PPE for staff where required is not in line with government guidelines</b>	H	<ul style="list-style-type: none"> <li>• Government guidance on wearing PPE is understood and communicated</li> <li>• Sufficient PPE has been procured through normal stockist</li> <li>• PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist</li> <li>• Those staff required to wear PPE have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely.</li> <li>• Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>• Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs</li> <li>• Seek Academy support for emergency PPE stock</li> <li>• Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance</li> </ul>	Y		M
<b>PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home</b>	H	<ul style="list-style-type: none"> <li>• Requirements for PPE have been assessed in line with DfE guidelines and Public Health England scenarios</li> <li>• Sufficient stock has been ordered using school's usual suppliers</li> <li>• Arrangements to seek Academy support to obtain PPE in case of an emergency are known and in place</li> <li>• Academy representatives are satisfied that arrangements are in place and in line with DfE guidelines</li> </ul>	Y		M

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
<b>15. Managing premises related issues</b>					
<p><b>There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b></p>	M	<ul style="list-style-type: none"> <li>• Ongoing works and scheduled inspections for schools have been designated as essential work by the government and so are set to continue.</li> <li>• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures.</li> <li>• Assurances have been sought from the contractors that they are familiar with the <a href="#">symptoms associated with Coronavirus covid-19</a>, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained.</li> <li>• Alternative arrangements have been considered such as organising classes so that contractors and staff/pupils are kept apart.</li> <li>• Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>• In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> <li>• Premises Academy board committee is aware of planned works and associated risk assessments</li> <li>• BDES is the building owner and the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building</li> </ul>	Y		M

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
<b>Fire procedures are not appropriate to cover new arrangements</b>	H	<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to:               <ul style="list-style-type: none"> <li>○ Reduced numbers of pupils/staff</li> <li>○ Possible absence of fire marshals</li> <li>○ Social distancing rules during evacuation and at muster points</li> <li>○ Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>• Staff, pupils and academy representatives have been briefed on any new evacuation procedures.</li> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>• Fire drill arranged in line with Covid plan.</li> </ul>	Y		M
<b>Fire evacuation drills - unable to apply social distancing effectively</b>	H	<ul style="list-style-type: none"> <li>• Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required</li> </ul>	Y		M
<b>Fire marshals absent due to self-isolation</b>	H	<ul style="list-style-type: none"> <li>• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> <li>• Staff appropriately trained in fire marshal duties as required.</li> </ul>	Y		M
<b>Statutory compliance has not been completed due to the availability of contractors during lockdown</b>	M	<ul style="list-style-type: none"> <li>• All statutory compliance is up to date.</li> <li>• Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>• LA support is in place</li> </ul>	Y		M
<b>The costs of additional measures and enhanced services to address COVID-19 when reopening puts the</b>	M	<ul style="list-style-type: none"> <li>• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>• MAC finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> </ul>	Y		L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
school in financial difficulty		<ul style="list-style-type: none"> <li>• Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>• Additional sources of income are under exploration.</li> <li>• The school's projected financial position has been shared with Academy Representatives and MAC.</li> </ul>			
<b>16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach</b>					
<p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>• Nationally the <a href="#">ONS analysis</a> has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this.</li> <li>• There doesn't appear to be any different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die.</li> <li>• In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as <b>diabetes, kidney disease</b> and <b>high blood pressure</b>, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes</li> <li>• The <a href="#">NHS risk assessment</a> suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions.</li> <li>• Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis.</li> <li>• If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on <a href="#">living with someone who is shielded</a>.</li> <li>• It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.</li> </ul>					

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
<b>Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding</b>	M	<ul style="list-style-type: none"> <li>• An equality impact assessment is undertaken for staff and pupils</li> <li>• All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school.</li> <li>• Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans.</li> <li>• Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>• Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>• All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance.</li> <li>• Current government guidance is being applied.</li> <li>• Consider advice from Public Health England regarding BAME staff in section above.</li> <li>• Seek advice from Occupational Health Service</li> </ul>	Y		L
<b>Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.</b>	M	<ul style="list-style-type: none"> <li>• 3 BAME staff</li> <li>• 0 No. of BAME staff risk assessed and requiring to remain shielded at home</li> <li>• Staff are encouraged to focus on their wellbeing.</li> <li>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>• Staff briefings and training have included content on wellbeing.</li> <li>• Staff briefings/training on wellbeing are provided.</li> </ul>	Y		M

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> <li>• Staff have been signposted to useful websites and resources.</li> </ul>			
<b>Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus</b>	M	<ul style="list-style-type: none"> <li>• 9 BAME pupils</li> <li>• 9 BAME pupils able to return but requiring additional support</li> <li>• There are sufficient numbers of trained staff available to support pupils and parents with these anxieties.</li> <li>• There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school</li> <li>• School arrangements demonstrating social distancing measures are shared with parents and pupils</li> <li>• Resources/websites to support parent and pupil anxiety are provided.</li> </ul>	Y		M
<b>Parents do not follow advice on social distancing when visiting the school</b>	M	<ul style="list-style-type: none"> <li>• Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time</li> <li>• Arrangements for visiting the school are communicated to parents/carers</li> </ul> <p>Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings</p>	Y		L
<b>17. Work with other school based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be</b>					
<b>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for</b>	M	<ul style="list-style-type: none"> <li>• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>• Staff, pupils, parents and governors have been briefed accordingly.</li> <li>• Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc.</li> </ul>	Y		L



Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
purpose in the current circumstances		<ul style="list-style-type: none"> <li>Reference to <a href="#">an addendum for the WCF Model Safeguarding Policy</a>.</li> </ul>			
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,	H	<ul style="list-style-type: none"> <li>Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> <li>Different areas of the school including Early Years</li> <li>When pupils enter and leave school</li> <li>During movement around school</li> <li>During break and lunch times</li> <li>Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul> </li> </ul>	Y		M

### 18. Home to School Transport

Urban Transport Group released a briefing (27 May) urgently requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.

#### Keys points include:

- Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.
- As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools.
- In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably.

The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads. <http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19>

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
Pick up and drop off times	M	<ul style="list-style-type: none"> <li>• As per <a href="#">Government guidance</a>:               <ul style="list-style-type: none"> <li>➤ <i>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</i></li> <li>➤ <i>tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</i></li> <li>➤ <i>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</i></li> <li>➤ <i>talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</i></li> </ul> </li> <li><b>In addition:</b> <ul style="list-style-type: none"> <li>• Stagger start and finish times to ease pavement congestion Signage used to highlight 2 metre distancing: stickers</li> <li>• One-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school.</li> </ul> </li> </ul>	Y		L
Children arriving late as a result of journey to school	M	<ul style="list-style-type: none"> <li>• As per <a href="#">Government guidance</a>:               <ul style="list-style-type: none"> <li>➤ <b><i>Children, young people and parents are encouraged to walk or cycle where possible</i></b></li> <li>➤ <i>ensure parents and young people are aware of recommendations on transport to and from</i></li> </ul> </li> </ul>	Y		L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<p><i>education or childcare setting (including avoiding peak times). Read the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></i></p> <p>➤ <i>ensure that transport arrangements cater for any changes to start and finish times</i></p> <p><b>In addition:</b></p> <ul style="list-style-type: none"> <li>• Advise parents/carers not to drive to school, allowing more room for children and families to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible.</li> <li>• Identify possible parking sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey.</li> <li>• Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements.</li> <li>• If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty.</li> <li>• Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion.</li> <li>•</li> </ul>			

**Principals are responsible for their respective school including Premises, Risk assessments and implementing safety measures (Water systems etc)**

**Risk Assessment Review**

This Covid-19 Risk Assessment has been checked by:

Name	Role	Signature