

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



Introduction:

This Schools' Risk Assessment document is designed to allow you to review and track your individual readiness to reopen your setting in line with COVID-19 requirements. It has been revised in line with DfE guidance published on 2 July 2020. It is split into the following sections (one per tab):



- Social distancing practicalities
- Quality of education
- Safeguarding
- Pupils with SEND (including medical needs)
- Emotional and behaviour considerations
- Hygiene and cleanliness/health and safety
- Possible COVID-19 cases
- Transition
- Finance
- Building work and logistics
- Recruitment and staffing
- Miscellaneous
- Additional (left blank for you to fill in)

Within each section some initial risks and some possible actions that could be taken to control or mitigate the risks have been pre-populated for you. However these are only **initial suggestions** and it is vital that you **tailor** this risk assessment by **amending / adding to these** as required to ensure you have captured all relevant risk information **specific to your setting**.

Please note that the mitigating actions must show how you plan to reduce the risk of the COVID infection being passed on through school. It is not possible to eliminate risk, only reduce it.

When you have identified all your risks you will need to populate **current** and **future** (following mitigating actions) risk scores from 1 - 5 for each risk.

You will score both the **likelihood / prevalence** and potential **severity** of the risk occurring.

These two scores combined will then give you a high-level **overall** risk categorisation of **LOW**, **MEDIUM** or **HIGH**. This is worked out as follows:

OVERALL RISK CATEGORISATION

		Likelihood / Prevalence				
		Very low	Low	Medium	High	Very high
SEVERITY	Very low	LOW	LOW	LOW	LOW	LOW
	Low	LOW	LOW	LOW	MEDIUM	MEDIUM
	Medium	LOW	MEDIUM	MEDIUM	MEDIUM	HIGH
	High	LOW	MEDIUM	MEDIUM	HIGH	HIGH
	Very high	MEDIUM	MEDIUM	HIGH	HIGH	HIGH

Additionally, please also bear in mind when filling this document out:

- There are some formulas / calculations on each tab. To ensure these work correctly please **do not delete any data in columns I & M**. Also, **do not insert any rows** as these will not have the formulas in them
- Note that several blank lines are provided at the bottom of the table for you to add in additional risks
- Please ensure all information is entered within the **main table**. Do not enter any information on a tab below the end of the table (denoted with a black row)
- If you do find you need to add additional rows copy and insert them from existing rows in the table - that way the formulas will be copied as well

RISK ASSESSMENT LAYOUT

The sections of the Risk Assessment are as follows:

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Risk Assessment

1 - Social Distancing Practicalities

Note it is considered to be more challenging to ensure EY children comply with guidance in this section

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	14.88
0	3	5	HIGH

FUTURE:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	6.38
4	3	1	MEDIUM

POPULATES AUTOMATICALLY - These are counts of how many overall risks you have at each level both now and

POPULATES AUTOMATICALLY - Overall average risk level across ALL risks (both now

RISK BREAKDOWN

CURRENT:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	0	2	3	3
Severity	1	1	1	2	3

FUTURE:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	3	1	2	2	0
Severity	2	3	2	1	0

POPULATES AUTOMATICALLY - These are counts of how many of each individual risk score you have given both now and following mitigating actions

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
Travel to and from School	Students Bus operators	Risk of infection due to lack of social distance adherence	None	5 - Very high	4 - High	HIGH	Educate/inform parents and pupils about the need to recognise social distancing rules during their journey to and from school (schools can only partially control this)	3 - Medium	3 - Medium	MEDIUM	J. Smith	1st June 2020	Amber	On track	www.link.co.uk

TO FILL IN - Current position on each identified risk

POPULATES AUTOMATICALLY - Overall Current risk level

TO FILL IN - Proposed actions and future position on each identified risk

POPULATES AUTOMATICALLY - Overall Current risk level

Tracking details and RAG status for proposed actions

Option to add additional comments / links to supporting

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WIDER GUIDANCE ON THE RISK ASSESSMENT PROCESS

Health and safety risk assessments identify measures to control risks during education and childcare setting activities. Health and safety law requires the school employer to assess risks and put in place measures to reduce the risks so far as is reasonably practicable. The law also requires employers to record details of risk assessments, the measures taken to reduce these risks and expected outcomes. Schools need to record significant findings of the assessment by identifying:

the hazards

how people might be harmed by them

what they have in place to control risk

Records of the assessment should be simple and focused on controls. Outcomes should explain to others what they are required to do and help staff with planning and monitoring.

Risk assessments consider what measures you need to protect the health and safety of all:

staff

pupils

visitors

contractors

Schools will need to think about the risks that may arise in the course of the day. This could include anything related to the premises or delivery of its curriculum or activities, whether on-site or in relation to activities offsite.

The key thing to remember is that it may not be possible to eliminate the risk, but it is possible to minimise it. You can only assess the risk of the virus spreading. You cannot assess the risk of Coronavirus itself.

To be effective, any mitigating actions you include in your risk assessment, must reduce the severity or the likelihood of the risk.

Schools are strongly advised to consult staff when completing their risk assessments.

Schools should consider sharing the risk assessment with parents for example by uploading it onto the school website. Any confidential or personal information MUST be redacted first.

A draft letter for parents is available from WCC to support communication with parents.

It is important that employers know how effective their risk controls are. They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.

LA maintained schools are asked to forward their risk assessment to the local authority via the education coronavirus inbox. Please see 'System of controls' tab for more information on Warwickshire requirements.

Where schools request feedback, we will endeavour to provide this as soon as possible, but before mid-August.

Support will be provided on request for individual aspects of the risk assessment.

The DfE guidance sets out a system of controls to minimise the risk.

The guidance states: The system of controls provides a set of principles and if schools follow this advice, they will effectively minimise risks.

All elements of the system of controls are essential. All schools must cover them all, but the way different schools implement some of the requirements will differ based on their individual circumstances.

Where something is essential for public health reasons, as advised by PHE, we have said 'must'. Where there is a legal requirement we have made that clear. This guidance does not create any new legal obligations.

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SYSTEM OF CONTROLS

System of controls as set out in the DfE guidance 2 July :

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

Warwickshire County Council requirements. It is not necessary for WCC to re-endorse risk assessments for LA schools as the process and the risk assessment tool are robust and have been endorsed by our legal advisers, so long as arrangements can positively answer all of the following questions:

Does it ensure that a health and safety check of the whole site is undertaken before reopening?

Does it ensure that all frequently touched surfaces, equipment, door handles and toilets used during the day are cleaned thoroughly each day (and preferably throughout the day)?

Does it ensure that soap and hot water is available in every toilet (and if possible in classrooms)?

Does it ensure availability of hand sanitiser stations, particularly at the school entrance, and replenishment of supplies?

Does it ensure availability of lidded bins in classroom and other key locations, with double bagging and regular emptying?

Will the school have a good supply of disposable tissues in each classroom?

Are you minimising group size to an appropriate level (most likely class size for Infant / Junior / Primary and year group size for Secondary)

Have you been able to reduce as far as is possible contact between different groups of children and adults on the school site, including parents and others involved in drop-off / pick-up?

Do you have arrangements for ensuring that staff are able to keep their distance from pupils as much as possible?

Do you have sufficient staff in key roles (including teaching and support staff, and particularly cleaners and caretaker) including statutory positions (Head or Deputy, Paediatric First Aider, DSL etc.)?

Are you doing what you can to reduce sharing of resources / equipment between different individuals and groups?

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SUPPORTING GUIDANCE DOCUMENTS AND LINKS

The links below will take you to specific GOV.UK guidance which may be of use in understanding specific risks and how to control / mitigate them.



DfE guidance for opening schools

[Actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction](#)

DfE guidance for out of school settings

[Protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak#equality](#)

Travel to and from school:

[Coronavirus \(COVID-19\): safer travel guidance for passengers](#)

[Closure of educational settings: information for parents & carers](#)

Social distancing:

[Guidance-for-full-opening-schools](#)

[Opening schools for more children and young people: initial planning framework for schools in England](#)

[Staying alert and social distancing after 4th July](#)

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

[Working Safely during Coronavirus](#)

Year end assessments:

[Coronavirus \(COVID-19\): school and college accountability](#)

[Coronavirus \(COVID-19\): reducing burdens on educational and care settings](#)

SRE changes:

[Relationships education, relationships and sex education \(RSE\) and health education](#)

Y11/Y13 assessments:

[Awarding qualifications in summer 2020](#)

[Coronavirus \(COVID-19\): cancellation of GCSEs, AS and A levels in 2020](#)

[Ofqual consultation on awarding vocational and technical qualifications in summer 2020](#)

[Response from Chief Regulator, Ofqual about awarding results for GCSEs, AS and A levels in 2020.](#)

[Exceptional arrangements for exam grading and assessment in 2020](#)

[Awarding vocational and technical qualifications this summer](#)

[Direction issued to the Chief Regulator of Ofqual](#)

[How GCSEs, AS & A levels will be awarded in summer 2020](#)

Online learning:

[Coronavirus \(COVID 19\): online education resources](#)

[Safeguarding and remote education during coronavirus \(COVID-19\)](#)

[Remote education practice for schools during coronavirus \(COVID-19\)](#)

[Get technology support for children and schools during coronavirus \(COVID-19\)](#)

Safeguarding

[Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#)

<https://www.warwickshire.gov.uk/schoolhealthandwellbeing>

Supporting home learning:

[Safeguarding and remote education during coronavirus \(COVID-19\)](#)

[Remote education practice for schools during coronavirus \(COVID-19\)](#)

[Get technology support for children and schools during coronavirus \(COVID-19\)](#)

[Coronavirus \(COVID 19\): online education resources](#)

[Information, guidance and support for parents and carers of children who are learning at home](#)

[Warwickshire ICT development service](#)

Underlying health conditions:

[Guidance for young people on shielding and protecting people most likely to become unwell if they catch coronavirus](#)

Special educational needs:

[Help children with SEND continue their education during coronavirus \(COVID-19\)](#)

[Conducting a SEND risk assessment during the coronavirus outbreak](#)

[Supporting vulnerable children and young people during the coronavirus \(COVID-19\) outbreak](#)

[Education, health and care needs assessments and plans: guidance on temporary legislative changes relating to coronavirus \(COVID-19\)](#)

Mental health and wellbeing

[Warwickshire County Council mental health support](#)

Bereavement:

[WCC Counselling and bereavement services](#)

Hand washing, coughing and sneezing:

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

[Public Health England Horrid Hands E-Bug Resources](#)

[Public Health England Horrid Hands E-Bug Resources](#)

Hygiene and cleaning:

[COVID-19: cleaning of non-healthcare settings](#)

Possible COVID cases

Coronavirus (COVID-19): guidance for full opening

PPE:

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

Educational trips - travel guidance

[Coronavirus: travel guidance for educational settings](#)

NQT Support:

[Induction for newly qualified teachers during the coronavirus outbreak](#)

Wrap around services:

[Protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings](#)

Deferred admissions into Reception:

[School admissions: School starting age - GOV.UK](#)

Ofsted inspection recommencement:

[Ofsted: coronavirus \(COVID-19\) rolling update](#)

1 - Social Distancing Practicalities Note it is considered to be more challenging to ensure EY children comply with guidance in this section

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
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RISK OVERALL

CURRENT:	LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
	13	10	4	6.74
				MEDIUM

FUTURE:	LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
	25	2	0	2.48
				LOW

RISK BREAKDOWN

CURRENT:	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	6	9	8	4	0
Severity	6	7	10	4	0

FUTURE:	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	15	12	0	0	0
Severity	15	10	2	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Travel to and from School	Children to travel to school by taxi	risk of infection due to lack of social distancing and possible cleanliness of taxi	Children are travelling to school with parents as not currently in work	2 - Low	3 - Medium	MEDIUM	Educate/inform parents and pupils about the need to recognise social distancing rules during their journey to and from school (schools can only partially control this)	2 - Low	3 - Medium	MEDIUM	HT	Sep-20			
Social distancing is more difficult on public transport	All	risk of infection due to lack of social distancing being adhered to	It is now the law to wear face masks on public transport	1 - Very low	1 - Very low	LOW	Liaise with bus and train companies if appropriate. Liaise with LA school transport to ensure their advice is followed and they are compliant with social distancing guidance (walk or use car if this is an option)	1 - Very low	1 - Very low	LOW	ADMIN	ongoing			
Beginning of school day	All	risk of infection due to lack of social distancing being adhered to	Children arrive at main school gate and are lined up 2 metres apart to walk to allocated classrooms	3 - Medium	3 - Medium	MEDIUM	Pupils to come straight into school through a range of pre-determined entrances Staff on duty to control this Limit the gathering of pupils and/or parents on the playground Staggered start times to avoid crowding	2 - Low	2 - Low	LOW	ALL STAFF	ongoing			
Parents congregating at the gate (primary)	All	risk of infection due to lack of social distancing being adhered to	signage up to encourage parents to stand 2m apart outside of gate	4 - High	4 - High	HIGH	Stress with parents the government's message about social distancing Set out clear expectations for drop off / pick up Leaflet for parents, social media campaign, advice and guidance on website making parents aware of the rationale for this.	2 - Low	3 - Medium	MEDIUM	HT	Sep-20			
Cloakroom facilities	All	risk of infection due to lack of social distancing being adhered to	children to put their items under their desks	2 - Low	3 - Medium	MEDIUM	children to use school pegs for their items. Each class bubble to be in the cloakroom area at any one time	1 - Very low	1 - Very low	LOW	HT	Sep-20			
Assemblies	All	risk of infection due to lack of social distancing being adhered to	we do not currently have assemblies	1 - Very low	1 - Very low	LOW	Cancel assemblies or broadcast them into each classroom via Teams or Skype	1 - Very low	1 - Very low	LOW	HT	Sep-20			
Limit spread of germs in classroom	All	risk of infection due to lack of social distancing being adhered to	tables are spaced apart, children are encouraged to line up with 2m spaces	4 - High	4 - High	HIGH	Class sizes of a maximum of 32 classes will become bubbles with allocated classroom, toilet and arrival and departure times. Clear guidance on mixing of groups shared in staff training and supporting documents. Tables to be set up in lines so children are not facing each other during lessons	2 - Low	2 - Low	LOW	HT	Sep-20			
Children of keyworkers and vulnerable pupils will need to be in school everyday	All	risk of infection due to lack of social distancing being adhered to	these children are currently in school and so will continue as have been doing	2 - Low	2 - Low	LOW	All children are back in school for September so all vulnerable and key worker children will be included	2 - Low	2 - Low	LOW	HT	Sep-20			
Lining-up	All	risk of infection due to lack of social distancing being adhered to	children are encouraged to line up 2m apart when moving to and from classroom to outdoor spaces	3 - Medium	3 - Medium	MEDIUM	Educate pupils about social distancing when lining-up Use floor markers for younger pupils if possible Limit the need for lining-up	2 - Low	2 - Low	LOW	ALL STAFF	ongoing			
Keeping pupils separate at lunchtime	All	risk of infection due to lack of social distancing being adhered to	currently children in small bubble and so lunching together at their separate tables	2 - Low	2 - Low	LOW	Staggered lunchtimes/rotas Pupils to eat sandwiches in the classroom to cut down on movement Pupils who have school dinners will have meals collected by staff who are given time slot to collect from dining and minimise mixing Changes as of 12.10.2020: Children will be going back into lunch halls for their lunch. This will be timetables over the time scale 1130-130. All classes will remain in bubbles and be socially distanced. Tables and chairs will be sanitised between sittings. A phases return to full hot dinners to be implemented. as of 03.11.2020 phase bubbles will happen at break and lunchtimes due to staffing	1 - Very low	1 - Very low	LOW	HT	ongoing			
Social distancing at breaktimes	All	risk of infection due to lack of social distancing being adhered to	currently children in small bubble and so lunching together at their separate tables	2 - Low	2 - Low	LOW	Staggered breaks for different year groups Provide activities to ensure social distancing (eg Daily Mile, etc) Provide additional supervision to ensure pupils observe social distancing	1 - Very low	1 - Very low	LOW	HT	ongoing			
Social distancing - toilets	All	risk of infection due to lack of social distancing being adhered to	children are allowed 1 at time to toilets	2 - Low	2 - Low	LOW	Staff limit the number of pupils (eg one in, one out). Each bubble will have their own toilet allocated with the exception of Reception and Nursery	1 - Very low	1 - Very low	LOW	CT	ongoing			

2 - Quality of Education

NOTES

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RISK OVERALL

CURRENT:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
8	4	4	7.88
			MEDIUM

FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
12	4	0	5.06
			MEDIUM

RISK BREAKDOWN

CURRENT:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	2	6	4	4	0
Severity	2	6	4	4	0

FUTURE:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	1	11	4	0	0
Severity	1	11	4	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
How do we compensate for the gaps in pupils' knowledge and skills that will have developed following their extended absence from school?	pupils	children falling behind and gaps widening	at present we are ensuring the children at our school focus on the basics both at home and in school. These include reading regularly, the 4 number operations and being active.	4 - High	4 - High	HIGH	<ul style="list-style-type: none"> Identify key component knowledge and skills within individual year groups and subjects areas (ie the non-negotiables) Prioritise these when pupils return to school (if pupils return before the summer break, these gaps can start to be filled then, if not a period of time in the first half of the autumn term will need to be allocated to this before beginning the following year's planned curriculum) Baseline pupils on re-entry in an efficient, timely manner, so as not to further delay teaching and learning Take into account the online learning that pupils may have engaged in during the school closure (in some areas there may have been a high level of engagement and this should not be ignored) Use pupil premium funding to provide disadvantaged pupils with more intensive/catch up support Provide after-school catch-up clubs/holiday clubs if possible Target those pupils with greatest need of additional support 	3 - Medium	3 - Medium	MEDIUM	HT,SLT and CT	ongoing			
Starting points for September may be unclear as end-of-year assessments may not be carried out if pupils do not return before the summer break	pupils	gaps widening and catch up slow due to not having assessment points	At this time we are focussing on ensuring the children have the basics for learning and are able to learn. We will be focussing on the wellbeing and mindset of our children to start with in order for them to access the learning. As classes return teachers will complete assessment for learning in their lessons to give them a good idea on starting points	4 - High	4 - High	HIGH	<ul style="list-style-type: none"> If pupils return to school before the summer break teachers can assess pupils at the end of the year If this is not the case, transition meetings between staff will be vital to share pupils' work/ and/or the most recent assessments This should be done online 	3 - Medium	3 - Medium	MEDIUM	SLT,CT	ongoing			
End of year reports will contain limited information if pupils do not return before the summer break	parents	parents won't have an accurate picture of childrens progress in comparison to if school had stayed open	reports are being completed by staff for all pupils with everything up to the lockdown period. We have included sections on wellbeing and effort in order to accompany the academic side of the report	2 - Low	2 - Low	LOW	<ul style="list-style-type: none"> Teachers to produce the reports with the information they currently have school leaders to provide information to parents explaining that the report is limited and contains information that was accurate up to the point that the school closed 	1 - Very low	1 - Very low	LOW	CT	already in place, completed by 01.06.2020 to allow HT to add comments			
Preparations for the changes to RSE that come into effect in September 2020 eg communication with parents on hold	teachers, pupils,parents	teachers are poorly prepared for ne RSE,pupils miss out on starting new RSE	at this time the RSE has been put on hold	3 - Medium	3 - Medium	MEDIUM	<ul style="list-style-type: none"> The introduction of the new RSE requirements may need to be delayed and put on the school's improvement plan Set up online meetings and surveys to communicate with parents 	2 - Low	2 - Low	LOW	HT	TBA			
Preparations for the changes to SRE that come into effect in September 2020							Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.								
Online or home learning may need to continue for some pupils, running alongside return to school for other pupils.	teachers and pupils	teachers workload increases and pupils could miss out	at this time we have a rota where all staff teach in school at least once per week, the rest of the week is spent completing home learning activities for their classes	1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> Make sure teacher workload is managed well Plan a bridging unit that pupils in school and at home could all work on at the same time 	2 - Low	2 - Low	LOW	HT and Governing body	immediate effect			
Online or home learning may need to continue for some pupils, running alongside return to school for other pupils. Plan this for contingency if a second wave or a local outbreak of COVID necessitates school closure.	teachers and pupils	teachers workload increases and pupils could miss out	at this time we have a rota where all staff teach in school at least once per week, the rest of the week is spent completing home learning activities for their classes	2 - Low	2 - Low	LOW	<ul style="list-style-type: none"> Make sure teacher workload is managed well Plan a bridging unit that pupils in school and at home could all work on at the same time - consider guidance such as the EEF rapid evidence review of remote learning Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. In developing these contingency plans, we expect schools to follow the detailed expectations set out in section 5 of the guidance released on July 2. Schools are expected to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. Schools are expected to avoid an over-reliance on long-term projects or internet research activities. The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. 	2 - Low	2 - Low	LOW	HT, SLT and teachers	Clear plan in place by end of sept 2020			

END OF TABLE - DO NOT ENTER INFO BELOW HERE

5 - Emotional and Behavioural Considerations

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
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- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	3	4	13.00
			HIGH
FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	6	0	6.57
			MEDIUM

RISK BREAKDOWN

CURRENT:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	0	3	4	0
Severity	0	0	3	4	0
FUTURE:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	5	2	0	0
Severity	0	1	6	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support	
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs							
Some pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)	pupils & staff	emotional wellbeing affected	currently have out leaqrning mentor available to children through phone calls for children	4 - High	4 - High	HIGH	<p>Formulas Don't delete</p> <ul style="list-style-type: none"> • Prior to opening, encourage parents to share any significant information about their child with the school (via e-mail/telephone if possible) • Provide in-school support and a named person (someone the pupil is close to) to support the pupil when they need it. • If required, access specialist support for the pupil, and if need be their family. We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils. 	3 - Medium	3 - Medium	MEDIUM	Learning Mentor	From when school reopens				
Pupils with social and emotional difficulties may struggle with managing their behaviour when returning to school and the routines of school life (particularly pupils who attend PRUs)	pupils & staff	unable to access learning or school routines	HT monitoring staff wellbeing on case by case scenario	4 - High	4 - High	HIGH	<p>Formulas Don't delete</p> <p>Ensure that these pupils are closely monitored and provided with the relevant support to help them to manage their emotions (ie prevention is better than cure) It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p>	2 - Low	3 - Medium	MEDIUM	ALL STAFF	From when school reopens				
Some pupils may be more vulnerable to exclusion. Your behaviour policy may need to be reviewed to reflect the additional support needs of your pupils?	pupils	risk of PEX		3 - Medium	3 - Medium	MEDIUM	<p>Formulas Don't delete</p> <p>Identify the particular pupils who could be vulnerable to exclusion. • Facilitate a phased return to meet their needs. • Review your behaviour policy to reflect the additional support you might be providing. The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.</p>	2 - Low	3 - Medium	MEDIUM	HT	From when school reopens				
EY children may struggle with the return to routine and full-time education (almost like a second September start)	pupils	struggle with routine which can affect behaviour	Current EYFS children have their provision adapted as needed to support routines	3 - Medium	3 - Medium	MEDIUM	<p>Formulas Don't delete</p> <ul style="list-style-type: none"> • Liaise with parents prior to the start date so that parents can prepare the children (walk them to school and back home each day – practise putting their uniform on – structure the day at home to begin to mirror the day at school – get children excited about seeing their friends again) 	2 - Low	3 - Medium	MEDIUM	EYFS team	From when school reopens				
Some pupils will not have had any social contact with anyone out of their immediate family (some may not even have had the use of social media) and hence seeing their friends may be emotionally overwhelming	pupils	inability to return to friendship groups, unable to socialise effectively	currently have children who have been with us since lockdown	4 - High	4 - High	HIGH	<p>Formulas Don't delete</p> <ul style="list-style-type: none"> • Plan some social 'catching up' time for pupils and their friends that observe social distancing rules (almost a type of speed dating/rotational activity) so that they are emotionally prepared to learn 	2 - Low	3 - Medium	MEDIUM	ALL STAFF	From when school reopens				

7 - Possible COVID-19 Cases

NOTES

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- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
3	5	2	9.60
			MEDIUM

FUTURE:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
2	8	0	6.80
			MEDIUM

RISK BREAKDOWN

CURRENT:					
Likelihood	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Severity	1	2	5	2	0
	1	2	3	3	1

FUTURE:					
Likelihood	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Severity	1	1	8	0	0
	1	4	5	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Pupil begins to show symptoms when in school (cough and/or temperature developing)	pupils & Staff	risk of infection	temperature checks and calls home to be collected	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> • Pupil isolated and sent home as soon as possible • Parents of classmates informed (similar system to headline alerts) so they can be extra vigilant with their monitoring 	3 - Medium	2 - Low	MEDIUM	ALL STAFF	ongoing			National guidance
We do not have any PPE in school and we may require this if pupils develop symptoms and need assistance (particularly pupils with SEND)	pupils & Staff	risk of infection	we have disposable masks and gloves in place	1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> • Research where PPE can be purchased and provide stocks for individual schools based on the number of pupils who attend • This could be centralised to hubs of schools (consortia), MAT leaders, or the LA – PPE should not be required routinely in schools for general purposes 	1 - Very low	1 - Very low	LOW	ALL STAFF	ongoing			National guidance Local authority procurement might be an option?
Member of staff begins to show symptoms when in school (cough and/or temperature developing)	pupils & Staff	risk of infection	staff sent home immediately	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> • Member of staff isolated and sent home and encouraged to use the DfE website to arrange a test (may then be able to return to work if negative) 	3 - Medium	2 - Low	MEDIUM	ALL STAFF	ongoing			National guidance
Staffing shortages as a result of staff self-isolating	pupils & Staff	risk of infection	closure of groups if needed	4 - High	5 - Very high	HIGH	<ul style="list-style-type: none"> • The introduction of testing for staff who have symptoms (cough and/or temperature) should ensure that only staff with COVID-19 symptoms are absent • Cover internally where possible to reduce the risk of bringing the infection into the school. This may be preferable to bringing in supply staff who will not be aware of the social distancing rules that are in operation • Consider the implications of sharing staff between schools in the same MAT, if this is common practice. 	3 - Medium	2 - Low	MEDIUM	ALL STAFF	ongoing			National guidance
Test and Trace	pupils & Staff	risk of infection	Staff and pupils are currently expected to be tested if they show symptoms. For those parents who do want to have their child tested they are the self isolate for 7-14 days	3 - Medium	3 - Medium	MEDIUM	<p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p>	3 - Medium	3 - Medium	MEDIUM	All staff	ongoing			
What to do if anyone shows symptoms	pupils & Staff	risk of infection	Anyone showing symptoms is expected to stay at home for the 7 days and family members for 14 days. If they show symptoms whilst in school they are moved to the isolation room to be collected or sent home. Advice and guidance is then given to parents in regards to testing and the length of time the child needs to be away from school if positive.	3 - Medium	3 - Medium	MEDIUM	<p>Schools should contact the local health protection team when they become aware of a confirmed case of Coronavirus. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The health protection team will - carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate - work with schools in this situation to guide them through the actions they need to take. - provide definitive advice on who must be sent home. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. See guidance for definition of close contact. Schools should keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed.</p>	3 - Medium	3 - Medium	MEDIUM	HT	Ongoing			

10 - Building Work & Logistics

NOTES

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- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
6	1	0	3.00
			LOW

FUTURE:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
6	1	0	3.43
			LOW

RISK BREAKDOWN

CURRENT:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	4	2	1	0	0
Severity	4	2	1	0	0

FUTURE:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	3	3	1	0	0
Severity	3	3	1	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Accommodating staggered starts and finish times - Reduced public transport service / LA organised transport	pupils	dinners not available to those entitled	currently corresponding with Educaterers in regards to provision	2 - Low	2 - Low	LOW	• Kitchen staff to put together provisional food orders based upon a range of hypothetical scenarios number of pupils returning at any given time, so that they can be processed as soon as an opening/partial opening is announced. School kitchens may need to provide packed lunches in the short term as we do not want to delay the opening of schools if at all possible	2 - Low	2 - Low	LOW	EDUCATERERS	from when school reopens			National guidance eg FSMs Local negotiations/arrangements with Educaterers, if relevant.
Contractors on site/ building work and maintenance	pupils and staff	unable to follow hygiene rules and so at risk of infection	SSO constantly looking at stock levels and refreshing at the moment, availability is still low	3 - Medium	3 - Medium	MEDIUM	• Schools to order these now so that it is not an issue when the school re-opens	3 - Medium	3 - Medium	MEDIUM	SSO	ongoing			
Catering providers	pupils	unable to access school and learning	parents are bringing children to school at this time	2 - Low	2 - Low	LOW	• Liaise with LA-operated transport companies to ensure they have enough notice to restart their services safely, • Develop an action plan which identifies and assesses the risks and mitigations • Relax normal expectations re attendance and punctuality where necessary and where problems are legitimate	2 - Low	2 - Low	LOW	ADMIN	ongoing			
Building adaptations	All	spread of infection	No changes are needed at this time due to the size and space we have at Lillington	1 - Very low	1 - Very low	LOW	Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins. This will be at the discretion of individual schools, based on their particular circumstances. In classrooms, it will be important that schools improve ventilation, (for example, by opening windows). Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown. It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on Legionella risks during the coronavirus outbreak. Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.	1 - Very low	1 - Very low	LOW	HT and SSO	ongoing			
Educational visits	All	Risk of infection and carrying this back into the school building	These are not taking place at this time	1 - Very low	1 - Very low	LOW	In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits. Due to Warwickshire being in Tier 4 there will be NO visits or trips at this time	2 - Low	2 - Low	LOW	HT,SLT and EVC	from sept 2020			
Uniform	All	Risk of infection from being carried on surface	Children are not expected to be in uniform at this time due to washing on a daily basis	1 - Very low	1 - Very low	LOW	Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.	1 - Very low	1 - Very low	LOW	All Staff	from sept 2020			

Formulas
Don't delete

Formulas
Don't delete

11 - Recruitment & Staffing

NOTES

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RISK OVERALL

CURRENT:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
6	0	1	3.50
			LOW

FUTURE:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
7	1	0	3.88
			LOW

RISK BREAKDOWN

CURRENT:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	3	4	0	1	0
Severity	3	4	0	1	0

FUTURE:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	2	5	1	0	0
Severity	2	5	1	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Staff who are clinically vulnerable or previously shielding	Staff who are clinically vulnerable or previously shielding	risk of infection	Staff under this category are currently shielding and won't return until after the summer holidays	1 - Very low	1 - Very low	2 - Low	Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 School leaders should be flexible - enable staff to work remotely where possible or in roles in school where it is possible to maintain social distancing. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people. All staff who are CEVC are working from home. One member of staff who is CV has been asked to work from home at discretion of Headteacher due to the nature of their vulnerability and the risk it entails. Other CV members of staff have individual Risk Assessments	2 - Low	2 - Low	LOW	HT	ongoing			
Staff with significant risk factors - such as asthma, diabetes, BAME community member	Staff with significant risk factors - such as asthma, diabetes, BAME community member	risk of infection	Risk assessments in place for BAME staff	2 - Low	2 - Low	2 - Low	If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate. Individual risk assessments and an equality impact assessment should be carried out. People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. All BAME staff have been asked to work from home at this time	2 - Low	2 - Low	LOW	HT	ongoing			
Staff mental health and wellbeing	All	Physical and mental exhaustion, anxiety with current situation and lack of work/life balance	Staff are sharing the load in regards to teaching in school and being responsible for home learning. Staff are encouraged to leave as soon as possible to get rest at the end of the day. Emails are not shared at the weekend by the HT in order for staff to have a break. No marking goes home. HT does a daily walk around school to ensure everyone is okay.	2 - Low	2 - Low	2 - Low	All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available. The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.	2 - Low	2 - Low	LOW	HT and Gvs	ongoing			
Staff deployment - teachers and teaching assistants		risk of infection	All staff have been deployed to their own bubbles and have had training in ensuring they keep to their bubbles	1 - Very low	1 - Very low	LOW	Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals, taking into account workload and wellbeing. Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.	1 - Very low	1 - Very low	LOW	HT	Spet 2020			
Supply and temporary staff		risk of infection	No supply staff being used at this time	2 - Low	2 - Low	LOW	Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.	2 - Low	2 - Low	LOW	HT and SLT	from Sept 2020			
Annual leave		risk of infection and being a carrier from previous journey without isolation	N/A at this time as no staff have been able to travel. Plans for travel over the summer to be collated by HT	2 - Low	2 - Low	LOW	Many staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK. However, staff will be expected to return to work in September. The LGA, NAHT and ASCL have produced joint guidance on quarantine for school staff.	2 - Low	2 - Low	LOW	HT and Gvs to monitor	ongoping			
Volunteers	ALL	risk of infection	We currently have no volunteers in school	1 - Very low	1 - Very low	LOW	Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.	1 - Very low	1 - Very low	LOW	SLT	from sept 2020			

