SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

Introduction:

This Schools' Risk Assessment document is designed to allow you to review and track your setting's operation in line with COVID-19 requirements based on guidance dated 2nd July.
It has been revised in line with DfE guidance published on 22 October 2020 and 4 November 2020.
It is split into the following sections (one per tab):

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

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	MEDIUM
	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:

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

| Review | Response | Recovery | Reform | Warwickshire County Council |

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:

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

FUTURE:

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

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

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

AUTOMATICALLY - Overall Current risk level

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

AUTOMATICALLY - Overall Current risk level

Tracking details and RAG status for proposed actions

Option to add additional comments / links to supporting material as required

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WIDER GUIDANCE ON THE RISK ASSESSMENT PROCESS

Review	Response	Recovery	Reform

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.
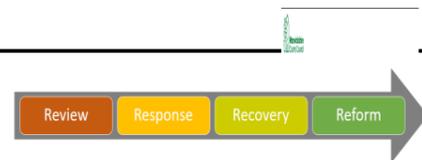
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SYSTEM OF CONTROLS

System of controls as set out in the DfE guidance 22 October 2020 :

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) where recommended, the use of face coverings in schools

3) clean hands thoroughly more often than usual

4) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

5) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents

6) minimise contact between individuals and maintain social distancing wherever possible

7) where necessary, wear appropriate personal protective equipment (PPE)

visitors

Numbers 1 to 5 and number 8 must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

Response to any infection

9) engage with the NHS Test and Trace process

10) manage confirmed cases of coronavirus (COVID-19) amongst the school community

11) contain any outbreak by following local health protection team advice

Numbers 9 to 11 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
https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020

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
visitors

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](#)

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Review | Response | Recovery | Reform

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

NOTES

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visitors

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	9	7	10.94
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
3	12	3	9.56
			MEDIUM

RISK BREAKDOWN

CURRENT:

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

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	1	7	10	0	0
Severity	1	2	2	10	3

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?	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?	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
Maintaining bubbles	Whole school community	Spread of infection through close contact	Children currently in class bubbles.	3 - Medium	5 - Very high	HIGH	Class bubbles used to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19). Class bubbles to be kept apart from other groups where possible. Assign separate area of the school field per bubble. Assign separate area of playground per bubble. Only YR and Y1 to eat lunch in school hall at separate times Staggered breaktimes and lunchtimes. Outdoor PE wherever possible to limit use of hall. Younger children may not be able to maintain social distancing, and it is acceptable for them not to distance within their group.	3 - Medium	5 - Very high	HIGH	MP/RF	In place	Green		
Travel to and from school	Whole school community	Spread of infection through close contact	Encourage pupils to walk / cycle/ scooter. Avoid parking on King John's Road if parents drive.	2 - Low	4 - High	MEDIUM	Remind pupils and parents to socially distance on way to and from school and between drop off / pick up times for their children.	2 - Low	4 - High	MEDIUM	MP	In place	Green		
Travel to and from school - N/A	Whole school community	Spread of infection through close contact					To reduce demand on public transport, schools should consider staggered start times to enable more journeys to take place outside of peak hours. Families using public transport should refer to the safer travel guidance for passengers. Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. Schools may want to consider using 'walking buses' (a supervised group of children being walked to, or from, school), or working with their local authority to promote safe cycling routes.	3 - Medium	4 - High	MEDIUM					
Beginning of school day	Whole school community	Spread of infection through close contact	Staggered drop off and pick up times for different bubbles.	3 - Medium	5 - Very high	HIGH	Staggered starts. Pupils to come straight into school through pre-determined entrances - Warwick Road EYFS and KS1, King John's Road KS2. School adult to supervise children's entry to school grounds. Request that only one parent/carer accompany their child to school. Regular reminders to parents regarding safe practice in newsletter and social media.	3 - Medium	4 - High	MEDIUM	Teachers	In place	Green		
Parents congregating at the gate (primary)	Whole school community	Spread of infection through close contact	Staggered drop off and pick up times for class bubbles.	3 - Medium	5 - Very high	HIGH	• Continue to stress with parents the government's message about social distancing • Set out clear expectations for drop off / pick up. • Staggered drop off / collection times for bubbles using both Warwick Road (EYFS & KS1) and King John's Road (KS2) entrances. Parents requested to wear face coverings. Staff encouraged to wear face covering at drop off and pick up.	3 - Medium	4 - High	MEDIUM	MP	In place	Green		
Cloakroom facilities	Whole school community	Spread of infection through close contact	Cloakroom usage limited to support social distancing - YR, Y2,Y3 and Y5 , Y1 and Y4 use welly rack, Y6 store coats on chairs.	2 - Low	4 - High	MEDIUM	No PE kits - children come to school in PE kit on the relevant day. No backpacks. Lunchboxes stored either on counters in classrooms or in corridors.	2 - Low	2 - Low	LOW	Teachers	In place	Green		
Assemblies	Whole school community	Spread of infection through close contact	Class worship, pre-recorded worship in classes Mon-Weds, whole school celebration assembly via Google Meet.	2 - Low	4 - High	MEDIUM	• Continue current arrangements	2 - Low	2 - Low	LOW		In place	Green		
Social distancing in classrooms	Whole school community	Spread of infection through close contact	Removal of classroom furniture to make space for year group bubble.	4 - High	4 - High	HIGH	Establish class bubbles - staff and pupils stay together as much as possible and stick to DFE advice re seating arrangements, social distancing. In line with government guidance, all teachers and other staff can operate across different classes in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Where possible, staff should avoid close face to face contact and minimise time spent within 1 metre of anyone. A taped area will be marked at the front of each classroom to facilitate this. Again, in line with government guidance, we recognise this is not likely to be possible with younger children and staff can still work across groups if that is needed to enable a full educational offer. Staff should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space. Y1-6, children will be given their own set of classroom resources which must not be used by anyone else or taken home.	3 - Medium	4 - High	MEDIUM	Staff	In place	Green		
Lining-up	Whole school community	Spread of infection through close contact	Children reminded to keep safe distance apart .	2 - Low	4 - High	MEDIUM	• Educate pupils about social distancing when lining-up • Limit the need for lining-up	2 - Low	4 - High	MEDIUM	Teachers and TAs	In place	Green		
Keeping pupils separate at lunchtime	Whole school community	Spread of infection through close contact	Zoned area on field for each bubble. Weekly class rota for play equipment. .Y2-6 eat in classrooms, Reception and Y1 at	2 - Low	4 - High	MEDIUM	• Continue exiting arrangements	2 - Low	4 - High	MEDIUM		In place	Green		
Social distancing at breaktimes	Whole school community	Spread of infection through close contact	Zoned area on field for each bubble. Staggered breaktimes and zones on playground to keep classes separate. Children	2 - Low	4 - High	MEDIUM	• Continue exiting arrangements	2 - Low	4 - High	MEDIUM		In place	Green		

Formulas Don't delete

Formulas Don't delete

Hazard/Risk	Who is at risk	Nature of risk	Existing controls	Likelihood	Impact	Risk Level	Additional controls	Likelihood	Impact	Risk Level	Responsibility	Status	RAG
Social distancing - toilets	Whole school community	Spread of infection through close contact	Increased cleaning of toilets during the school day	2 - Low	4 - High	MEDIUM	• Staff limit the number of pupils (eg one in, one out). Staggered lunchtimes and playtimes. It is not necessary for bubbles to have different toilet facilities but additional cleaning will be undertaken, at least once during the school day	2 - Low	4 - High	MEDIUM	RF	In place	Green
Staff safety - social distancing	Whole school community	Spread of infection through close contact	Socially distanced seating in staffroom and children's kitchen. Briefing notes provided weekly by email to avoid the need for a meeting. Teacher staff meetings in hall to aid social distancing.	3 - Medium	5 - Very high	HIGH	Ideally, adults should maintain 2 metre distance from each other, and from children. Use of staff room should be minimised, although staff must still have a break of a reasonable length during the day. •Limit the number of staff accessing the staff room at the same time through staggered lunchtimes and breaktimes. •Face-to-face staff meetings limited and if teachers only, held in classroom	3 - Medium	5 - Very high	HIGH	All staff	In place	Green
End of day procedures	Whole school community	Spread of infection through close contact	Staggered pick up times for children currently in school.	3 - Medium	5 - Very high	HIGH	Staggered finishes. Pupils to be collected from pre-determined entrances - Warwick Road EYFS and KS1, King John's Road KS2. Class teachers on duty to control this. Children of parents self-isolating dropped off and picked up from main entrance at a separate time.	3 - Medium	4 - High	MEDIUM		In place	Green
Social distancing - trips and events off site	Children and staff attending	Spread of infection from outside sources	No trips or events outside Kineton.	3 - Medium	3 - Medium	MEDIUM	Marle Hall cancelled September 2020. Risk assessments for local visits to include COVID-19 requirements and explain how bubbles will be maintained with appropriate adult:pupil ratio.	3 - Medium	5 - Very high	HIGH	Teachers, EVC	Ongoing	Amber
Social distancing if parents are in school	Whole school community	Spread of infection through close contact	No parents on site	1 - Very low	1 - Very low	LOW	No parents on site. No special assemblies/performances/ sharing afternoons until restrictions lifted. Parents' evenings and SEN meetings via Googlemeet.	1 - Very low	1 - Very low	LOW		In place	Green
Close proximity of staff and pupils	Whole school community	Spread of infection through close contact	Based on their role, staff work with set bubble(s) each week, children socially distanced from each other and from staff as far as possible.	4 - High	5 - Very high	HIGH	Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but adults are encouraged to do this when circumstances allow. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. It will not be possible when working with pupils who need close contact care. These pupils' educational and care support should be provided as normal. Government guidelines state that 'All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the school timetable. Where staff need to move between classes they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.' It is recognised that' this is not likely to be possible with younger children' and staff in primary schools can still work across groups if that is needed to enable a full educational offer. Any staff working in a different bubble than usual should record this using the record sheets maintained in the school office for the purpose of future Track and Trace.	3 - Medium	3 - Medium	MEDIUM	All staff	In place	Green
Visitors to school	Staff and pupils	Spread of infection through close contact	No external classroom volunteers during lockdown. Outside these times, volunteers to follow risk assessment requirements,	3 - Medium	3 - Medium	MEDIUM	Continue existing arrangements	3 - Medium	3 - Medium	MEDIUM		In place	Green
Pupils who attend more than one setting eg alternative provision	N/A						AP settings must comply with health and safety law which requires employers to assess risks and put in place proportionate control measures. They should work through the system of controls outlined in the guidance, adopting measures that help them meet each control in a way that addresses the risk identified in their assessment, works for their setting, and allows them to deliver a broad and balanced curriculum for pupils. When working through the system of controls, APs should take steps to minimise social contact and mixing as far as is practicable. All APs, especially larger AP schools, should consider whether pupils can be placed into smaller groups and still receive a broad and balanced curriculum. Due to the smaller size of many AP settings, and because APs are not typically organised by year groups, APs may wish to adopt whole school bubbles as part of their system of control and in order to best meet the needs of their students.						

END OF TABLE - DO NOT ENTER INFO BELOW HERE

2 - Quality of Education

NOTES

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RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
4	7	4	10.93
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
6	6	3	8.80
			MEDIUM

RISK BREAKDOWN

CURRENT:

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

FUTURE:

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

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?	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?	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
How do we compensate for the gaps in pupils' knowledge and skills that may develop due to COVID-related absence from school?	All pupils	Previous learning forgotten, progress stalled	Provision of online learning and paper resources	5 - Very high	5 - Very high	HIGH	- Use pupil premium and catch-up funding to provide disadvantaged pupils with more intensive catch up support • Target those pupils with greatest need of additional support . Use Google Classroom (Y2-6) and Tapestry (YR and 1) to provide online learning for children at home for Covid-related reasons October onwards.	4 - High	4 - High	HIGH		In place	Green		
Covering PPA - staff moving from class to class, supply staff	Staff and pupils	Spread of infection from close contact	Teaching assistants providing cover and following social distancing guidance. No plans to use supply teachers currently.	4 - High	5 - Very high	HIGH	Government guidance states that upply teachersand/or other temporary staff can move between schools and classes. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Staff who visit more than one setting should ensure they are familiar with and abide by the social distancing and hygiene requirements in each individual setting. All visitors will hand sanitise and follow social distancing requirements in school. All staff to follow Covid-secure procedures including social distancing, hand sanitising and recording any temporary changes to their usual timetable / contact with children in the school office.	4 - High	5 - Very high	HIGH		In place	Green		
Preparations for the changes to SRE that come into effect from September 2020, must be in place by July 2021.	School community	SRE review and possible changes delayed	Continue current SRE 2020-21 with governor approval, advising parents.	3 - Medium	3 - Medium	MEDIUM	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. Govs have agreed continued use of 'All About Me' for 2020-21. PSHE subject leader to recommend new SRE programme and update policy.	4 - High	3 - Medium	MEDIUM	NF	By Feb '21	Amber		
Plan support for Yr 11 pupils and Yr 13 students who do not achieve the grades they were expecting at GCSE and A level. There is likely to be a higher volume of appeals.	N/A						• Ensure that pupils/students and their families understand how final results have been decided - include communication from exam boards if possible. • Organise face to face or virtual support on 'results day', ensuring that social distancing can be maintained. • Ensure that pupils and parents or carers can discuss the final results with key staff – online if possible.								
Online or home learning may need to continue for some pupils, running alongside regular school for other pupils. Use of Google classroom / Tapestry to support this.	All pupils	Pupils unable to access planned learning and fail to make progress.	Currently use Tapestry for YR, Seesaw Year 1-6.	3 - Medium	4 - High	MEDIUM	• Make sure teacher workload is managed well • Plan learning that pupils in school and at home could all work on at the same time. 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, school will offer immediate remote education. School will consider 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. School will not rely on long-term projects or internet research activities. T	3 - Medium	3 - Medium	MEDIUM		In place	Green		
Curriculum adaptations	All pupils	Pupils need access to full curriculum	Gaps' identified and being 'plugged' with full curriculum in place by end of autumn 2020.	3 - Medium	3 - Medium	MEDIUM	Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, school continues to focus on how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading Normal curriculum in place in all subjects.	2 - Low	2 - Low	LOW		In place	Green		
Addressing the needs of all children	All pupils	Teachers to ensure they have an accurate picture of where children are and their next steps. Additional class intervention time used to support children where needed.	Differentiation, assessment and observation	2 - Low	2 - Low	LOW	Plan on the basis of the educational needs of pupils - Curriculum planning should be informed by an assessment of pupils' outcomes and progress and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems. Progress meetings used to discuss needs of individuals.	2 - Low	2 - Low	LOW		In place	Green		
Remote learning	All pupils	Progress stalled	Currently use Tapestry for YR, Seesaw Year 1-6.	3 - Medium	4 - High	MEDIUM	Use of Tapestry / Google Classroom so that it is integrated into school curriculum planning Remote education an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All Teachers expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.	3 - Medium	3 - Medium	MEDIUM		In place	Green	ICTDS - reviews of home learning resources WCC ICT support for blended learning
Early Years	Reception class	Learning opportunities planned to enable children to make progress from their baseline assessment.	Use of Googlemeet for parent meetings / information sessions. Tapestry used to keep parents in touch with children's learning and they are invited to contribute to this too.	2 - Low	2 - Low	LOW	Teachers should continue to focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. but also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Consider how all groups of children can be given equal opportunities for outdoor learning.	2 - Low	2 - Low	LOW		In place	Green		

Area	Who affected	Risk / Hazard	Control measures	Likelihood	Impact	Rating	Additional information	Likelihood	Impact	Rating	Responsible	Date	RAG
Key stage 1 & 2	All pupils	Risk of gaps developing / widening, curriculum narrowing	New curriculum planning in place following revision of curriculum 2019-20.	2 - Low	2 - Low	LOW	For pupils in key stages 1 and 2, maths and English subject leaders have prioritised identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so children read widely, and develop their knowledge and vocabulary. The curriculum remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE. Use of Cornerstones and revised planning frameworks to support a broad, balanced and progressive curriculum.	2 - Low	2 - Low	LOW		In place	Green
Key stage 3	N/A						For pupils in key stage 3, the curriculum should also remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, PE/sport, RE and RSHE. For pupils in year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.						
Key Stage 4	N/A						The vast majority of pupils in year 10 and 11 are expected to continue to study their examination subjects. This will support them towards their preferred route to further study. In exceptional circumstances, it may be in the best interests of a year 11 pupil to discontinue an examined subject because the school judges that, for example, they would achieve significantly better in their remaining subjects as a result, especially in GCSE English and mathematics. School leaders are expected to make such decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress and wellbeing, using the existing discretion that schools already apply on these matters. Schools are expected to review any plans for early entry among year 10 pupils in summer 2021. It may be in the best interests of the pupil to take their exams and assessments the following year when they are in year 11, if the curriculum can be adjusted to provide further teaching and study time in the summer term and academic year 2021 to 2022.						
Key Stage 5	N/A						Pupils in years 12 and 13 are more likely to undertake self-directed study, but may still need additional support. Compared to key stage 4, there is less scope to drop an examined subject as fewer qualifications are studied at this key stage. Discontinuing a subject is therefore likely to significantly limit choices for further study and employment, so is expected to be rare.						
Specific subjects where the risk of passing on any infection could be higher - music	All pupils and staff	Spread of infection from singing, sharing of musical instruments, airborne particles when playing wind instruments.	Singing or playing of wind instruments outdoors.	2 - Low	5 - Very high	MEDIUM	There may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. No wind instruments will be played and no singing indoors. Allow 48/72 hours to quarantine instruments between use by different bubbles or santise. Continue to follow DfE guidance . Adjust music planning to consider Charanga units with less emphasis on singing.	2 - Low	2 - Low	LOW		In place	Green
Specific subjects where the risk of passing on any infection could be higher - sport	All pupils and staff	Spread of infection through shared equipment and breathing during physical exertion.	Participation is in consistent year groups only. Individual equipment used and quarantined / sanitised after use. Individualised activities.	2 - Low	5 - Very high	MEDIUM	Pupils should be kept in their class bubble, equipment may be shared within a bubble, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. Outdoor play equipment on a weekly rota for class bubbles. No extra-curricular activities.	3 - Medium	5 - Very high	HIGH		In place	Green
Catch up	Children who have fallen behind summer '20.	Knowledge and skills forgotten, progress slowed, attainment lower than would have been without CV-19.	Teacher assessments used to plan next steps and use of class specific intervention TAs to plug gaps for these learners.	3 - Medium	3 - Medium	MEDIUM	School will receive catch up funding - £80 per pupil. School will use this funding as they see fit to support pupils' catch up. Alongside this , the DFE National Tutoring Programme will be considered to deliver tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening. The evidence shows that tutoring is an effective way to accelerate learning, and we therefore believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school having been restricted. Plans to be put in place once further information known.	3 - Medium	3 - Medium	MEDIUM	SLT and class teachers	Dec '20	Red
Ofsted and SIAMS inspections	All staff and governors!!	Inaccurate judgement made of school performance	Draft SIAMS self-evaluation in place.	4 - High	4 - High	HIGH	Routine Ofsted and SIAMS inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in this document, and will not result in a judgement. A brief letter will be published following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public. In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding. It is anticipated that Ofsted and SIAMS inspections will begin again in January 2021, however this may be revised. RE subject leader to update SEF ready fr January 2021.	3 - Medium	3 - Medium	MEDIUM	LF, MP, LB	Jan '21	Amber
Statutory Assessments	Pupils and staff in EYFS,KS1, Y4 and Y6.	Lower levels of performance	N/A	4 - High	4 - High	HIGH	Statutory primary assessments willare scheduled to take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:- the phonics screening check- key stage 1 tests and teacher assessment - the Year 4 multiplication tables check - key stage 2 tests and teacher assessment - statutory trialling. The statutory rollout of the reception baseline assessment has been postponed until September 2021. Phonics screening for Y2 autumn 2020. Use of tutoring to accelerate progress.	3 - Medium	3 - Medium	MEDIUM		Ongoing	Amber

GCSE and A level exams	N/A							Pupils in Yrs 11 and 13 need to catch up and access exams that lead to the qualifications they need to progress. GCSEs and A levels will take place in summer 2021 but with adaptations, including those which will free up teaching time. Ofqual will launch a consultation on proposed adaptations to exams shortly. There will also be an exam series taking place in autumn 2020. Following the cancellation of summer 2020 exams, the exam boards will be providing students with calculated grades (except in some exceptional cases) this summer, which students will use to move onto their next step. DfE has, however, also announced that there will be an opportunity for students to sit exams in the autumn and Ofqual has confirmed these exams will be available in all subjects. Where a student wishes to sit an exam, DfE's guidance on Centre responsibility for autumn GCSE, AS and A level exam series sets out that we expect the centre that entered them for the summer series to enter them in the autumn series and take overall responsibility for ensuring that they have somewhere appropriate to sit their exams. We are also exploring further ways in which it might be possible to minimise additional burdens on centres whilst ensuring that exams remain accessible for students.							
Accountability	School staff and governors	Inappropriate judgements made	N/A		2 - Low	2 - Low	LOW	Performance tables were suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. The Department for Education will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at coronavirus (COVID-19): school and college accountability.	2 - Low	2 - Low	LOW			Green	

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3 - Safeguarding   Specifics to be aware of: CSE, county lines, contextual issues, impact of domestic violence, strains on families that could lead to an increase in levels of abuse, neglect due to financial constraints (particularly for disadvantaged pupils and low-income families)

NOTES

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- Do not add rows as the formulas will not be included
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- 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 visitors

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	3	0	6.25
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
3	1	0	4.50
			MEDIUM

RISK BREAKDOWN

CURRENT:

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

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	1	2	1	0	0
Severity	1	2	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) 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
School staff are not aware of safeguarding incidents that occur during periods of home schooling	Children	Danger of harm / abuse.	Check-ins with families via home learning platforms, phone calls and emails in case of extended absence. Usual green form processes in place and CP policy followed.	3 - Medium	3 - Medium	MEDIUM	• DSLs maintain contact with social workers of pupils with CP Plans, CIN Plans • Ensure any guidance issued re safeguarding is followed. New Safeguarding Policy in place.	3 - Medium	3 - Medium	MEDIUM	Ongoing	Ongoing	Green		
Attendance	Children	Missing education and social experiences in school	Daily checks, parents contacted if anticipated children not in school	2 - Low	3 - Medium	MEDIUM	School attendance remains mandatory . Support parents who are anxious about their child being in school. Contact LA, following normal procedures if any pupil's absence becomes a concern.	2 - Low	2 - Low	LOW	Ongoing	Ongoing	Green		
Shielding pupils	Children	Absence	Liaise with individual parents to understand their concerns and make reasonable adjustments to accommodate.	1 - Very low	1 - Very low	LOW	Where children fail to attend school as parents are following clinical and/or public health advice, absence will not be penalised. If parents of pupils with significant risk factors are concerned, school will discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. It will be made clear that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).	1 - Very low	1 - Very low	LOW	Ongoing	Ongoing	Green		
DSL capacity to cover potential increase in demand	Children and DSLs	DSL workload, child might not receive the support they need.	3 DSLs available	3 - Medium	3 - Medium	MEDIUM	Designated safeguarding leads are available to provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. SLT meetings to include safeguarding updates. DSLs to provide mutual support in the case of challenging cases. Deputy DSLs to have more involvement with following up of green forms.	2 - Low	2 - Low	LOW	Ongoing	Ongoing	Amber		

END OF TABLE - DO NOT ENTER INFO BELOW HERE

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

4 - Pupils with SEND (including medical needs)

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:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	3	2	11.80
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	5	0	9.17
			MEDIUM

RISK BREAKDOWN

CURRENT:

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

FUTURE:

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

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?	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?	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
Pupils with underlying health conditions are at a higher level of risk	Specific pupils	Contract the virus	Social distancing, increased hygiene measures.	3 - Medium	5 - Very high	HIGH	• Follow medical guidance for pupils with serious under-lying health conditions, such as muscular dystrophy. • Extra vigilance will be needed for this and other underlying health conditions in relation to social distancing eg for pupils with asthma (safety measures may vary from pupil to pupil)	2 - Low	5 - Very high	MEDIUM		In place	Green		
Staff with under-lying health conditions and/or pregnant staff are at a higher level of risk	Specific staff	Contract the virus or pass on to partner	Government guidelines implemented in full. Staff and children who are clinically vulnerable or have underlying health conditions may continue to attend school.	3 - Medium	5 - Very high	HIGH	• Follow government and medical guidance as required.	2 - Low	5 - Very high	MEDIUM		Ongoing	Green		
Some pupils with SEND: - may have no awareness of space - may spit, scratch or bite - may require intimate care, incl. on-site nursing (hence social distancing cannot be implemented)	Other children or staff in the bubble	Contract the virus	PPE available for intimate care.	2 - Low	4 - High	MEDIUM	• Risk assessments used to reflect the additional measures that will need to be followed in relation to these challenges if they arise. (this may include the use of PPE with specific reference to staffing requirements	2 - Low	5 - Very high	MEDIUM	N/A currently				
Sudden announcement of changes for schools for ASC pupils may cause anxiety	ASC pupils may be affected	Increase in anxiety may be reflected in behaviour, inability to learn	Provision of social story, class specific information. Give as much notice of changes as possible. .	3 - Medium	4 - High	MEDIUM	• Ensure parents have advance notice of any changing arrangements so that they can prepare their child.	3 - Medium	4 - High	MEDIUM	N/A currently				
Alternative provision	N/A						Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child. • Provide pupils who attend AP with extra in-school support to help them manage their emotions and mental health								
LA organised transport to and from school for pupils with EHCPs	N/A						see logistics								
Work towards individual SEND targets	SEND pupils	Progress slowed, knowledge and skills not retained. No reviews summer term.	Class teachers use assessments and previous SEN records to plan provision and next steps	3 - Medium	3 - Medium	MEDIUM	Hold 'virtual' reviews autumn term.	3 - Medium	3 - Medium	MEDIUM	MP, SCa, teachers	Ongoing	Amber		
Shielding pupils	See above re medical conditions.						Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, schools will be able to immediately offer them access to remote education and monitor engagement with this activity.	2 - Low	2 - Low	LOW	N/A currently				

END OF TABLE - DO NOT ENTER INFO BELOW HERE

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

| Review | Response | Recovery | Reform |

5 - Emotional and Behavioural Considerations

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:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	3	0	10.00
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	2	0	8.33
			MEDIUM

RISK BREAKDOWN

CURRENT:

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

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	1	2	0	0
Severity	0	1	1	1	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) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	**Formulas Don't delete** 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	**Formulas Don't delete** 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
Some pupils may experience a bereavement in their family in relation to COVID-19	Some pupils	Emotional wellbeing	Bereavement training and resources, strong pastoral team, Tas in vast majority of classes.	3 - Medium	4 - High	MEDIUM	• Encourage parents to share any significant information about their child with the school. • Provide in-school support for the pupil if they need it. • If required, access specialist support for the pupil, and if need be their family	3 - Medium	4 - High	MEDIUM		In place	Green		
Some parents may be reluctant to send their children to school because of the risk of infection and bringing the virus back into the family home	Individual pupils -	None-attendance	Offering telephone conversations with teachers, SLT to understand and hopefully allay fears.	3 - Medium	3 - Medium	MEDIUM	• Reassure parents of the social distancing strategies that are being followed in school and the social, emotional and academic benefits associated with their child being in school. Refer to Family Information Service if appropriate.	2 - Low	2 - Low	LOW		In place	Green		National guidance Local – Leaflet for parents with consistent messages on social distancing.
Support for emotional wellbeing	Individual pupils	Increased anxiety, low attendance, poor engagement with learning	Classteacher to plan appropriate support. Tas available in vast majority of classrooms to provie support as needed. Discuss at progress meetings. Refer to new Mental Health Support Team if appropriate.	3 - Medium	3 - Medium	MEDIUM	Provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.	3 - Medium	3 - Medium	MEDIUM		In place	Green		

END OF TABLE - DO NOT ENTER INFO BELOW HERE

6 - Hygiene / Cleanliness and Health & Safety

NOTES

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RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	4	4	13.63
			HIGH

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	4	3	12.13
			HIGH

RISK BREAKDOWN

CURRENT:

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

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	1	7	0	0
Severity	0	1	0	4	3

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
Maintaining regular levels of hand washing/hygiene	School community	Spread of infection	Hand gel in all classrooms. Soap at all sinks / basins.	3 - Medium	5 - Very high	HIGH	Pupils to apply anti-bacterial hand gel as they enter the building at the start of the day and exit the building at the end of the day and regular hand washing opportunities (20 seconds) to be timetabled into daily routines – ensure there are adequate supplies of anti-bacterial hand gel and soap	3 - Medium	5 - Very high	HIGH		Ongoing			National guidance / Local – supplies of hand gel
When pupils sneeze or cough they will spread germs/bacteria, especially younger pupils/children	School community	Spread of infection	Educate children and pupils about the need to cough/sneeze into a tissue or their elbow – dispose of tissue in a lidded bin and wash hands for 20 seconds	3 - Medium	5 - Very high	HIGH	Continue to educate children and pupils about the need to cough/sneeze into a tissue or their elbow – dispose of tissue in a lidded bin and wash hands for 20 seconds	3 - Medium	5 - Very high	HIGH		Ongoing			National guidance / Local – consistent messages, frequent reminders through social media
Keeping the school clean to a higher level of cleanliness	School community	Spread of infection	Enhanced cleaning routine including cleaning frequently touched surfaces often using detergent and disinfectant. Increased caretaker hours to facilitate.	3 - Medium	5 - Very high	HIGH	Continue enhanced cleaning, including increased caretaker hours, to facilitate cleaning frequently touched surfaces often using standard products, such as detergents and bleach. Cleaning schedule in place that ensures cleaning is generally enhanced and includes: more frequent cleaning of rooms / shared areas that are used by different groups; frequently touched surfaces being cleaned more often than normal; different groups don't need to be allocated their own toilet blocks, but toilets will be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet	3 - Medium	5 - Very high	HIGH		Ongoing			National guidance / Local – supplies of wipes, consistent messages to cleaners and caretakers.
What if there are a shortage of cleaners due to self-isolation or illness?	School community	Spread of infection	Cleaning tasks prioritised to infection control	4 - High	5 - Very high	HIGH	• Ask individual cleaners to extend their hours or work more flexibly if other cleaners are absent (eg working before and after school operating hours). Other staff to assist with in-day cleaning where possible.	3 - Medium	4 - High	MEDIUM		Ongoing			National guidance / Local H&S guidance
How can schools limit the 'surfaces' that are shared between home and school to reduce the spread of any infection?	School community	Spread of infection	Limit the items that come into school, quarantine system for returned reading books.	3 - Medium	4 - High	MEDIUM	• All correspondence out of school to be uploaded to the website and correspondence into school to come via a phone call or e mail • All monetary transactions to be done via ParentPay. Encourage pupils to bring only essential items into school. -lunch boxes, hats, coats, books, learning logs. Small bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.	3 - Medium	4 - High	MEDIUM		Ongoing			
Face coverings	School community	Spread of infection	Masks to be worn by parents at drop off and pick up times. School staff to wear face coverings at these times too. Staff able	2 - Low	4 - High	MEDIUM	No further action required currently.	2 - Low	2 - Low	LOW		Ongoing			
Shared equipment	School community	Spread of infection	Individual writing resources for children. Shared equipment sanitised between use as far as possible or quarantined.	3 - Medium	4 - High	MEDIUM	For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art, music and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. Reading books quarantined when returned to school.	3 - Medium	4 - High	MEDIUM		Ongoing			
Keeping occupied spaces well ventilated	Staff and pupils	Spread of infection	Windows opened. In cooler weather they are opened just enough to provide constant background ventilation, and opened	3 - Medium	4 - High	MEDIUM	Remind staff of ventilation requirements	3 - Medium	4 - High	MEDIUM	MP via briefing minutes	9.11.20			

END OF TABLE - DO NOT ENTER INFO BELOW HERE

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

Review | Response | Recovery | Reform

7 - Possible COVID-19 Cases

NOTES

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

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	2	6	12.89
			HIGH

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
2	6	1	9.67
			MEDIUM

RISK BREAKDOWN

CURRENT:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	1	7	1	0
Severity	0	1	1	2	5

FUTURE:

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

Risk Table

Formulas Don't delete

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?	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?	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
Pupil begins to show symptoms when in school (cough and/or temperature developing)	Children and staff in pod	Spread of infection	Pupil isolated in medical room and sent home as soon as possible.	3 - Medium	3 - Medium	MEDIUM	• Pupil isolated and sent home as soon as possible. Follow LA guidance re closure of the class bubble and isolation of other close contacts.	3 - Medium	3 - Medium	MEDIUM	Ongoing	Ongoing			National guidance
Use of PPE in school if pupils develop symptoms and need assistance (particularly pupils with SEND)	Staff	Spread of infection	Supply of PPE available in school	2 - Low	2 - Low	LOW	• Continue to replenish supplies as required. PPE should not be required routinely in schools for general purposes	2 - Low	2 - Low	LOW	Ongoing	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)	Children and staff in pod	Spread of infection, loss of staff to teach or supervise bubbles.	Member of staff sent home	3 - Medium	4 - High	MEDIUM	• Member of staff isolated and sent home and encouraged to use the NHS website to arrange a test (may then be able to return to work if negative - see below). Follow LA guidance re closure of the class bubble and isolation of other close contacts.	2 - Low	2 - Low	LOW	Ongoing	Ongoing			National guidance
Staffing shortages as a result of staff self-isolating	Children in bubble	Spread of infection, bubble may need to close.	Children access home learning activities via Google Classroom or Tapestry	3 - Medium	5 - Very high	HIGH	• 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. Consider closing bubble if this is not possible (liaise with Chair of Governors).	3 - Medium	4 - High	MEDIUM	Ongoing	Ongoing			National guidance
Test and Trace	Affected member of staff and bubble	Absence from school, bubble may need to close	As above	4 - High	4 - High	HIGH	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. Consider use of test kits in school for those who cannot access a tst otherwise. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. Try to cover staff shortages as above.	4 - High	4 - High	HIGH	Ongoing	Ongoing			
What to do if anyone shows symptoms of Coronavirus.	School community, bubble in particular.	Spread of infection	Follow Public Health guidance (see column J)	3 - Medium	5 - Very high	HIGH	School will contact the local health protection team when they become aware of a confirmed case of Coronavirus of a pupil or staff member. 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 14 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. School does 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. School must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:	3 - Medium	4 - High	MEDIUM	Ongoing	Ongoing			
Multiple suspected cases or increased absence	School community	Spread of infection	Follow Public Health guidance (see column J)	3 - Medium	5 - Very high	HIGH	If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.	3 - Medium	4 - High	MEDIUM	Ongoing	Ongoing			

What if an outbreak occurs?	School community	Spread of infection	Follow Public Health guidance (see column J)	3 - Medium	5 - Very high	**HIGH**	Schools should follow Public Health Warwickshire and England guidance and support. In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.	3 - Medium	4 - High	**MEDIUM**	Ongoing	Ongoing
Outbreak in local area	School community	Spread of infection	Follow Public Health guidance (see column J)	3 - Medium	5 - Very high	**HIGH**	If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. As above, follow local Public Health England guidance. In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. School will have a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.	2 - Low	3 - Medium	**MEDIUM**	Ongoing	Ongoing

END OF TABLE - DO NOT ENTER INFO BELOW HERE

10 - Building Work & Logistics

NOTES

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RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	5	0	8.33
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	5	0	8.33
			MEDIUM

RISK BREAKDOWN

CURRENT:

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

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	3	3	0	0
Severity	0	1	2	3	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) — Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL CURRENT RISK level 1 - 25 (fills automatically) **Formulas Don't delete**	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) **Formulas Don't delete**	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
Accommodating staggered starts and finish times - Reduced public transport service / LA organised transport	N/A						• 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 Talk to bus companies about staggered start and finish times - it may not be possible for them to accommodate your requests if this would have a knock-on effect on other schools.								
Contractors on site/ building work and maintenance	Visitors and school community	Spread of virus	See column J	2 - Low	4 - High	MEDIUM	Caretaker will meet each contractor, ensure hand sanitising if entering building and ensure site guidance on physical distancing and hygiene is explained to visitors on arrival. Where visits can happen outside school hours, they should. A record will be kept of all visitors.	2 - Low	4 - High	MEDIUM	RF and office staff	Ongoing	Green		
Catering providers	Staff and pupils	Spread of virus	Catering staff follow social distancing requirements and guidance from Educaterers. Use of hand sanitising / and washing in line with school expectations. Higher risk due to limited space in the school kitchen.	3 - Medium	4 - High	MEDIUM	School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19). Kitchen staff able to use the school hall for preparation if they require extra space.	3 - Medium	3 - Medium	MEDIUM	Educaterers staff	Ongoing	Green		Catering businesses guidance covid-19
Building adaptations	Staff and pupils	Spread of virus	Lack of fresh air. Narrow corridors.	3 - Medium	4 - High	MEDIUM	Continue with one way system around school. In classrooms, ensure sufficient 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.	2 - Low	4 - High	MEDIUM	RF, teachers	Ongoing	Green		
Educational visits	Staff and pupils	Spread of virus	No educational visits beyond Kineton. Village visits to be risk assessed on a case by case basis, including consideration and mitigation of CV-19 risks.	1 - Very low	1 - Very low	LOW	Any local visits 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, school 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, school 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.	3 - Medium	3 - Medium	MEDIUM	Teachers, NF	Ongoing	Green		
Uniform	School community	Spread of virus	Pupils wear school uniform except on PE day when they come to school in their PE kit.	2 - Low	4 - High	MEDIUM	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. Spare uniform available if parents are experiencing financial hardship.	2 - Low	2 - Low	LOW		Ongoing	Green		
Wraparound support - before and after school clubs	School community	Spread of virus	Wraparound care provided by KASC. Children cared for in consistent bubbles and social distancing expected in line with school and Playgroup risk assessments.	3 - Medium	3 - Medium	MEDIUM	Wraparound provision provided by KASC. KASC group children into bubbles consistent with class arrangements in school/neighbouring classes.	3 - Medium	4 - High	MEDIUM	KASC	Ongoing	Green		

END OF TABLE - DO NOT ENTER INFO BELOW HERE

| | Review | Response | Recovery | Reform |

11 - Recruitment & Staffing

NOTES

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RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
4	3	0	5.71
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
4	3	0	6.14
			MEDIUM

RISK BREAKDOWN

CURRENT:

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

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	4	3	0	0
Severity	0	4	3	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?	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?	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
New staff need to be recruited for September	Staff and pupils	Spread of virus	No recruitment undertaken	1 - Very low	1 - Very low	LOW	• Schools should interview remotely. Conduct interviews online • Lesson observations and selection tasks may have to be replaced with reports/references provided or the HT of the candidate's current school	2 - Low	2 - Low	LOW	MP	As needed			https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/ https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/
Staff induction including NQTs	N/A						• This will need to be done online • Allocate a 'buddy' for each new starter • Arrange a visit to the school when social distancing can be observed								
NQT support	N/A						Initial teacher training (ITT) providers have worked flexibly to ensure this year's NQTs are ready and prepared to enter the classroom. They will also be supported by materials the Department for Education is making available to all schools based on the early career framework reforms,.								https://www.gov.uk/government/collections/early-career-framework-reforms
Staff who are clinically vulnerable, clinically extremely vulnerable or previously shielding	Relevant staff	Spread of virus, heightened anxiety	Clinically extremely vulnerable staff in receipt of a letter of confirmation from their GP or the NHS, will be supported to ork from home. Other staff, including those who are clinically vulneralbe and those living in a household with someone who is extremely vulnerable, should continue to attend school in line with current guidance.	2 - Low	2 - Low	LOW	SLT will continue to support staff to maintain social distancing in their roles. 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 in schools, which applies to all staff.	3 - Medium	3 - Medium	MEDIUM		As needed			
Staff with significant risk factors - such as asthma, diabetes, BAME community member	Relevant staff	Catching the virus	Discussions with staff and minor adjustments made if possible where needed.	2 - Low	2 - Low	LOW	If people with significant risk factors are concerned, staff members should discuss their concerns with a member of SLT and SLT will 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 should be carried out where needed. People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.	2 - Low	2 - Low	LOW	SLT and affected staff	As needed			
Staff mental health and wellbeing	All staff	Higher levels of anxiety and stress.	Regular check ins with staff. Access to telephone / online support services. Encouragement to take a break at lunchtimes. Regular reminders to all staff regarding social distancing, increased hygiene measures.	3 - Medium	4 - High	MEDIUM	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 the current situation. 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. Staff encouraged to ensure colleagues get the chance to use staffroom facilities.	3 - Medium	3 - Medium	MEDIUM	SLT, SBM and affected staff	Ongoing			https://www.educationsupport.org.uk/ https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers
Staff deployment - teachers and teaching assistants	All staff	Higher levels of anxiety and stress.	Regular check ins with staff. Access to telephone / online support services. Encouragement to take a break at lunchtimes.	3 - Medium	3 - Medium	MEDIUM	Line managers to take into account workload and wellbeing but also note that all teachers and other staff can operate across different classes to facilitate delivery of the school timetable. Where possible, staff roles will continue in line with their underlying role but leaders are also aware of guidance to use existing staff more flexibly when required. If occasional changes are needed, staff should note changes to their usual timetable in the log maintained in the school office for track and trace purposes. 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.	2 - Low	2 - Low	LOW	All staff	Ongoing			https://www.gov.uk/guidance/school-workload-reduction-toolkit https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19
Supply and temporary staff	School community and supply teachers	Spread of virus	No supply staff being used currently.	1 - Very low	1 - Very low	LOW	Supply staff and other temporary workers can move between schools, but school will 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 and volunteers, 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 and to limit contact with bubbles.	3 - Medium	3 - Medium	MEDIUM	SLT, supply teachers, office staff	Ongoing			

ITT trainees	N/A						Schools should consider taking on trainees who could: -take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons -be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues -develop or engage in working groups to share best practice around resilience, commitment and team-working -work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload						
Annual leave	N/A		https://www.local.gov.uk/sites/default/files/documents/Joint%20schools%20guidance%20current%20rules%20on%20quarantine%20and%20self%20isolation%20with%20regards%20hospital%20admission%2019%20June.pdf				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.							https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk
Volunteers	School community and volunteers	Spread of virus	Volunteers in school expected to comply with social distancing, H&S and hygience procedures. No volunteers in school during	3 - Medium	3 - Medium	**MEDIUM**	External volunteers assigned to single year group and should remain 2 metres from pupils and staff where possible.	2 - Low	2 - Low	**LOW**	Admin team , teachers	Ongoing		
END OF TABLE - DO NOT ENTER INFO BELOW HERE														

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

Review | Response | Recovery | Reform

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RISK OVERALL

CURRENT:

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

FUTURE:

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

RISK BREAKDOWN

CURRENT:

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

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	0	0	0	0
Severity	0	0	0	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) — Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	**Formulas Don't delete** 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	**Formulas Don't delete** 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

END OF TABLE - DO NOT ENTER INFO BELOW HERE