

SCHOOLS AND SETTINGS - Reset and Recover 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 27th August 2021. It is split into the following sections (one per tab):

- | | |
|--|---|
| <ul style="list-style-type: none"> • Social distancing practicalities • Quality of education • Safeguarding • Pupils with SEND (including medical needs) • Emotional and behaviour considerations • Hygiene and cleanliness/health and safety • Possible COVID-19 cases | <ul style="list-style-type: none"> • Transition • Finance • Building work and logistics • Recruitment and staffing • Miscellaneous • Additional (LFT) |
|--|---|

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

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

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

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

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



OVERALL RISK CATEGORISATION

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

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

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

RISK ASSESSMENT LAYOUT

The sections of the Risk Assessment are as follows:

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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 recognize 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

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.

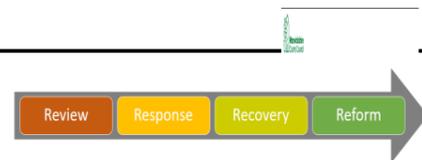
Support will be provided on request for individual aspects of the risk assessment.

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 August 2021:

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:

You must always:

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school
- 2) Ensure everyone is advised to clean their hands thoroughly and more often than usual
- 3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents
- 5) Keep occupied spaces well ventilated

In specific circumstances

- 7) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary
- 8) Promote and engage in asymptomatic testing, where appropriate

Response to any infection

You must always:

- 10) Promote and engage with the NHS Test and Trace process
- 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community
- 11) Contain any outbreak by following local health protection team advice

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?

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?

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf

Travel to and from school:

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

Year end assessments:

[Awaiting guidance](#)

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

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

<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](#)

[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:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf

[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

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#educational-visits>

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](#)

2 - Quality of Education

NOTES

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RISK OVERALL

CURRENT:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
2	4	4	12.60 HIGH
FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
3	4	3	9.90 MEDIUM

RISK BREAKDOWN

CURRENT:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	4	2	3	1
Severity	0	2	1	3	4
FUTURE:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	3	5	2	0
Severity	0	3	4	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?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
How do we compensate for the gaps in pupils' knowledge and skills that may have developed due to COVID-related absence from school?	All pupils	Previous learning forgotten, progress slow.	Detailed handovers between teachers summer term 2021. New class teachers have data and providing additional support in class with support of teaching assistants. Online learning will be made available if required.	5 - Very high	5 - Very high	HIGH	• Target those pupils with greatest need of additional support. Teachers to timetable additional support and evaluate impact regularly.	4 - High	4 - High	HIGH		In place	Green		
Staff moving from class to class e.g. PPA, RWI groups, intervention support, cover, supply staff	Staff and pupils	Spread of infection from close contact	Adults following social distancing guidance.	4 - High	5 - Very high	HIGH	Government guidance states that bubbles no longer need to be used and social distancing measures in the workplace have ceased. At KPS, adults are still able to wear a face covering in school if they wish to do so and are requested to remain 2m away from colleagues where possible. Particular consideration requested of colleagues who are not double vaccinated. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. All visitors will hand sanitise.	4 - High	5 - Very high	HIGH		In place	Green		
Online or home learning may need to be provided 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 and Y1, GoogleClassroom Year 2-6.	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 pupils are required to remain at home, school will offer immediate remote education. School will continue arrangements made in spring 2021, taking into account pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support.	3 - Medium	3 - Medium	MEDIUM		In place	Green		
New Reception pupils settling into Early Years provision	Reception class	Limited transition process into school summer 2021.	Online information session for parents held summer 2021. Opportunity for parents to visit the setting September 2021. Part-time attendance for first four days. 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. Curriculum information session online	2 - Low	2 - Low	LOW	Early assessment of all pupils using new Reception baseline assessment materials, supplemented by additional activities as needed to give teachers accurate view of pupils' starting points and to inform planning for their next steps. Use of continuous provision to support settling in / socialising activities.	2 - Low	2 - Low	LOW		In place	Green		
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 continue to prioritise 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. Use of Cornerstones supports a broad, balanced and progressive curriculum.	2 - Low	2 - Low	LOW		In place	Green		
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 in small groups or 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. Single class okarinas and singing indoors limited to single class and phase collective worship. Whole school singing outside when weather allows. Allow 48/72 hours to quarantine instruments between use by different bubbles or sanitise. Continue to follow DFE guidance.	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.	No longer a requirement to sanitise equipment between usage.	2 - Low	5 - Very high	MEDIUM	No further action required currently.	3 - Medium	5 - Very high	HIGH		In place	Green		
Catch up	Children who have fallen behind.	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	Maximise impact of additional adults through careful planning and allocation of TA time.	3 - Medium	3 - Medium	MEDIUM	SLT and class teachers		Green		
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	Anticipate inspection from autumn 2021 onwards.	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	Early assessment of phonics in preparation for Dec check of Y2 pupils. Allocate as many staff as possible to support KS1 phonics due boost Y1 performance.	4 - High	4 - High	HIGH	Internal teacher assessment to continue on a termly basis supported by half termly progress meetings to plan additional pupil intervention where needed.	3 - Medium	3 - Medium	MEDIUM		Ongoing	Amber		

END OF TABLE - DO NOT ENTER INFO BELOW HERE

