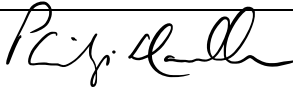


Over-arching Risk	Assessed risk if no actions taken	Controls in place	Considering controls in place, current risk level assessed by Headteacher	Further key actions to be taken and by when	Assessment agreed by trust ELT and date
Risk that WOOD END PRIMARY school cannot open fully to all pupils in all year groups in line with current DfE Guidance	High	See Key Risk assessments below	Low		 8th July 2020

Key Risks	Assessed risk if no actions taken	Requirement	Controls in place	Considering controls in place, current risk level assessed by Headteacher	Further key actions to be taken and by when
1. Risk that an individual who is unwell with COVID-19 symptoms, or who have someone in their household who is unwell, attends school.	High	Must	See Individual risk assessments below	Low	
2. Risk that individuals in school do not carry out regular handwashing in line with DfE guidance.	High	Must	See Individual risk assessments below	Low	
3. Risk that individuals in school do not practice good respiratory hygiene	High	Must	See Individual risk assessments below	Low	
4. Risk that the cleaning regime in school is not in line with DfE guidance	High	Must	See Individual risk assessments below	Medium	Negotiate with Chartwells re cleaning before 17.7.20
5. Risk that contact between individuals is not minimised and social distancing maintained where possible.	High	Properly Consider	See Individual risk assessments below	Low	
6. Risk that PPE equipment is not worn where appropriate	Medium	Must	See Individual risk assessments below	Low	
7. Risk that school response to infection is not in line with the DfE guidance	Medium	Must	See Individual risk assessments below	Low	
8. Risk that the educational provision for pupils does not return to normal	Medium	Properly Consider	See Individual risk assessments below	Low	Identify pupils with greatest catch up need by w/b 21.9.20
9. Risk that the trust is not a good employer	Medium	Properly Consider	See Individual risk assessments below	Low	

Key risk 1: Risk that an individual who is unwell with COVID-19 symptoms, or who have someone in their household who is unwell, attends school.				
Sub-risk	Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when
Children, staff or visitors attend school when they should be self-isolating in line with Public Health England guidance	High	<ul style="list-style-type: none"> - Visitors are to be pre-booked where possible - Pre-booking MS Form to be sent ahead of visits to share school policy, obtain details and enable pre-booking - Poster to be displayed on the front door outlining guidance for ad-hoc visitors (of which there should be very few) - Guidance shared with parents about keeping children at home if unwell - Regular reminders on social media - Poster outlining to staff what to do if they suspect Covid - Procedures explained as part of training in September for ALL staff about what to do if they suspect Covid. - Keep a record in the office of start date of isolation periods if they occur and the 14 day period end date. No-one allowed in school prior to that date. - Be vigilant to signs/ symptoms and send people home if necessary 	Low	
Where a potential case of covid-19 is identified in school it is not dealt with in line with DfE guidance	Medium	<ul style="list-style-type: none"> - Staff are to be vigilant about children complaining of feeling unwell - Children are to be sent to the Covid sick bay in line with procedures already established - Allocate the room and toilet for isolating the child (sick bay) - Make it clear to parents that they will be asked to collect immediately for the safety of all - Prepare packs of PPE so they are ready to be used - Once aware, all staff dealing with the child to wear PPE - All suspected cases to be reported to SLT immediately - Posters to be displayed about what to do - Regular reminders in staff meeting about the protocol 	Low	

Key risk 2: Risk that individuals in school do not carry out regular handwashing in line with DfE guidance.				
Sub-risk	Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when
Facilities for handwashing/sanitising are not in place	High	<ul style="list-style-type: none"> - Handwashing is timetabled for children throughout the day (on entry, before play, after play, before eating, after eating and before going home) - Handwashing facilities are available in the classroom - Adequate stock of handwashing materials are held in school and orders are in place for continued supply - Hand sanitiser is available at stations throughout school for use by adults and children - Increase hand sanitiser stations so there is one outside each classroom door from September (order placed 7.7.20) - Correct method of handwashing to be taught to children on their return to school - Posters to reinforce the handwashing to be displayed at sinks - Children using the school bus are to sanitise their hands when they get on the bus. They will wash their hands on entry into school. 	Low	
Pupils, staff and visitors do not make use of provided facilities in line with DfE guidance	High	<ul style="list-style-type: none"> - Children are to be supervised when washing hands to ensure appropriate levels of hand hygiene - Staff are to model handwashing at the times allocated to the children - Staff are to be encouraged to remind each other about good hand hygiene - Visitors are to be asked to wash their hands on arrival. - Messages about handwashing are to be shared when booking a visitor in and in the pre-booking information 	Low	

Key risk 3: Risk that individuals in school do not practice good respiratory hygiene				
Sub-risk	Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when
Facilities for 'catch it, bin it, kill it' such as supplies of tissues, bins and bags are not in place	Medium	<ul style="list-style-type: none"> - All classrooms have a lidded bin - Bins are to be emptied regularly (at least once a day) - Tissues are to be available in all classrooms - Monitor stock control to ensure there are enough tissues in school - Catch it, bin it, kill it messages are displayed around schools on posters in classrooms - Children are to be taught about respiratory hygiene when they return in September and regular reminders given to children 	Low	
Pupils, staff and visitors do not make use of provided facilities in line with DfE guidance	High	<ul style="list-style-type: none"> - Remind people of the 'Catch it, bin it, kill it' mantra if they are seen not following guidance - Conversations and explanations to be used with people who persist - Parents to be contacted if children are deliberately not following the guidance as per updated behaviour policy 	Low	
Face coverings are not removed and stored safely when entering school.	High	<ul style="list-style-type: none"> - Make it clear in communication with parents and staff that face coverings are not needed in school or on the school bus according to government guidance - Ask anyone wearing a face covering to remove it and store it safely - If someone refuses, meet with them to discuss the issues and come to a resolution - Seek HR or Trust SLT support if the issue escalates 	Low	

Key risk 4: Risk that the cleaning regime in school is not in line with DfE guidance				
Sub-risk	Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when
Regular cleaning of surfaces in line with PHE guidance is not in place	High	<ul style="list-style-type: none"> - All rooms are to be deep cleaned again over the summer shutdown as per normal school routine (Chartwells) - Rooms are to be cleaned daily ensuring all surfaces are cleaned thoroughly - Unnecessary surfaces are removed from classrooms to minimise the amount of cleaning that needs to be completed so key areas can be focused on - Site manager to alter shift pattern to enable additional cleaning duties throughout the school day - Touchpoints are to be cleaned during the day - Surfaces are to be cleaned at the end of the morning session by the staff in each area using materials provided by Chartwells (appropriate data sheets on site and stored in line with COSHH) - High traffic touchpoints (phone, photocopier and signing in system) to have their own wipes for adults to use 	Medium	This is dependent on whether Chartwells can fulfil the requirements. There need to be discussions with Chartwells to ensure these measures can be achieved.
Regular cleaning of toilets in line with PHE guidance is not in place	High	<ul style="list-style-type: none"> - Toilets are to be cleaned daily as per the school contract - Additional cleaning of toilets at lunchtimes is to be negotiated with Chartwells (as per the current cleaning arrangement) - Ensure children wash their hands thoroughly after using the toilets 	Medium	As above
Regular cleaning of equipment, both indoor and outdoor is not in place	High	<ul style="list-style-type: none"> - Ensure staff understand that any equipment used by their class needs to be cleaned thoroughly after use if it is to be used by a different class (e.g. paintbrushes, PE equipment, ipads etc) - Resources can be rotated out of use for 72 hours between uses by different class groups to minimise cross-contamination. - Books in the library and home readers once returned will be left for 72 hours before being returned to circulation. - The person retuning resources washes their hands before and after doing so. - Outdoor gym equipment to be wiped down every evening after school (children will wash hands after use) 	Low	

Key risk 5: Risk that contact between individuals is not minimised and social distancing maintained where possible.				
Sub-risk	Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when
The size of groups or “bubbles” is not practical in this school’s educational setting	High	<ul style="list-style-type: none"> - School is to operate ‘double bubbles’ of 65 max across school for children - Staff will work within ‘Double Bubbles’ no more than 2 class bubbles to enable PPA, flexibility of staffing and support of pupils. 	Low	
The size of groups or “bubbles” does not minimise the opportunities for interaction in this school.	High	<ul style="list-style-type: none"> - The children within class bubbles will not mix with children in any other class bubble. - The majority of children will only encounter children within their own class bubble. - Children will sit on the school bus in their class bubbles. - Lunchtime will have 2 class bubbles in the hall, maintaining 2m at least buffer between the bubbles. There will be no mixing. - Class bubbles are only to work in their classroom space or outside. The use of shared areas is not permitted. - Corridors are to remain marked to encourage pupils to pass at a distance and not risk bumping into anyone - There will be no large gatherings including assemblies – these will be conducted online via TEAMS once a week as a school due to timetable. Collective worship will be completed daily in class with a strong focus on PSHE themes. 	Low	
Groups are mixed for specialist teaching, where this is not necessary	High	<ul style="list-style-type: none"> - Phonics teaching will be done in groups within class bubbles to ensure there is no mixing - Music lessons, if they resume, are the only occasion where pupils from different class bubbles MAY mix (depending on uptake). If this is the case the children from separate class bubbles must maintain 2m social distance from the teacher and the other participants. 	Low	
Where teachers and other staff, including supply and contractors, are required to move between groups they are less than 2 metres apart from pupils or other adults, where this is not necessary	High	<ul style="list-style-type: none"> - All adults are to be strongly advised to maintain 2m distance from children and other adults where they can - Any intervention space is set up to support social distance with no face to face arrangements 	Low	

Adults come within 2 metres of pupils in the classroom, where this is not necessary	High	<ul style="list-style-type: none"> - Each classroom is to have a teaching zone at the front of the classroom marked with tape to remind them to keep their distance from the pupils - Where this is not possible, the reduction in distance must be kept to a minimum and should not be face to face - Adults within a class space should support and remind each other to maintain distance - Leadership team is to maintain visibility in school but should stay at the classroom door when walking the school 	Low	
Adults come within 2 metres of each other, where this is not necessary	High	<ul style="list-style-type: none"> - Training in September is to include clear expectations that staff should maintain 2m from each other where this is possible. - Teacher and TA zones in the classroom are at least 2m apart (no sharing of a teacher's desk) - The staffroom is to have rota for staff to use it - Staffroom is to have chairs removed to provide a socially distanced space for staff to use - Offices are to be arranged so staff working in them are not in close proximity and distance can be maintained whilst in their work bases. 	Low	
Older children do not keep apart from each other, where this is possible	High	<ul style="list-style-type: none"> - Children are to be taught about social distance on their return to school in September. Staff are to explain that children should distance if they can - Reinforce the idea of a personal bubble that will pop if you are too close to someone else (image has been used throughout lockdown and reopening) - teach pupils playground games that support the idea of social distancing - Children are to move around school with distance in their line - Reminders to be given to pupils to maintain distance, if staff feel this is reasonable(dependant on age/ circumstance) 	Low	
Classroom set up involves pupils facing each other, where this is not necessary	High	<ul style="list-style-type: none"> - All classrooms are to be set up with children facing the front of the classroom apart from EYFS rooms 	Low	

		<ul style="list-style-type: none"> - Teacher/ TA zone is to be clearly defined and pupils told not to enter unless they have permission. - Hive pods will also be set up so there is no face to face learning space - Intervention spaces (only 3 potentially in school) will be set up to facilitate social distance and not be face to face 		
School behaviour policy does not take into account the requirement to minimise mixing of groups or individuals	Medium	<ul style="list-style-type: none"> - School rules in the behaviour policy to be amended in light of guidance change 2.7.20 around sharing resources (See behaviour policy) - Changes made regarding Covid around logical consequences will remain in place for the return in September - For children who exhibit extreme behaviours, SLT are to contact parents and make the expectations clear. - Positive handling plans and risk assessments are to be completed for individual pupils and shared with parents. - Review TEAM teach strategies for pupils identified. 	Low	

Checklist	Plan or Risk Assessment in place
The following activities should be considered, where applicable, in school and covered by plans or risk assessments in line with the principles above to ensure the risk of contact between individuals or groups is minimised as far as practicable . This list is not exhaustive:	Yes or N/A
Start of day arrival at school	YES
End of day departure from school	YES
Travel to and from school	YES (OM)
Lunchtimes	YES (PR)
Breaktimes	YES (PR)
Movement of pupils between different school teaching spaces	YES
Movement of staff between different school teaching spaces	YES
Delivery of curriculum PE	YES (SRA)
Delivery of curriculum Music	YES (SRA)
Delivery of curriculum Design & Technology	YES (SRA)
Delivery of curriculum Art	YES (SRA)
Assemblies and other large gatherings	YES (OM)
Operation of extra curricula activities	YES (OM)
Operation of before and after school childcare	N/A
Operation of wraparound nursery childcare	N/A
Working with SEND children where the child's behaviours may pose an additional risk	YES
Recruitment	YES (OM)
Visitors to school	YES
Supply and peripatetic staff operating in school	YES
Trainee teachers and apprentices in school	N/A
Delivery of catering	YES (OM)
Contractors working on site	YES (OM)
Educational visits	YES (OM)
One to one and catch up support	YES (OM)
Use of classroom resources	YES
Marking and review of pupil work	YES (PR)

(OM) – Outline measures document

(PR) – Simplified RA for parents-website

(SRA) Separate risk assessment

Key risk 6: Risk that PPE equipment is not worn where appropriate				
Sub-risk	Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when
Appropriate PPE is not worn when dealing with a child who is showing symptoms of Covid-19 and where adult cannot keep 2 metres apart	Medium	<ul style="list-style-type: none"> - Check stock levels of gloves, aprons, face shields and face masks for this eventuality – arrange order if stock is low - Staff aware of where this is kept and circumstances in which it must be used - Display posters on how to correctly wear face masks and PPE - All used PPE is disposed of correctly (staff to be reminded of this process in September training) - Posters advise staff of how to dispose of PPE in the Covid bay and in the staffroom. 	Low	
Appropriate PPE is not worn when a child has routine intimate care needs where PPE would normally be worn.	Low	<ul style="list-style-type: none"> - Gloves and aprons to be worn if dealing with accidents in school as per standard procedure in school - Training in September to cover the difference between routine needs and suspected COVID case. 	Low	

Key risk 7: Risk that school response to a confirmed infection is not in line with the DfE guidance (New requirement from 1 July 2020)				
Sub-risk	Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when
Employees are unaware of the NHS Test and Trace process and that they must have a test in the event of displaying symptoms.	Medium	<ul style="list-style-type: none"> - Display the Test and Trace procedures in the staffroom - Include Test and Trace in the training in September - If staff call in sick OR are sent home from work, remind them to book a test and inform school of results - Staff to send a copy of the results to Associate Head as confirmation of test results 	Low	
Employees are unaware that they must provide details of close contacts if asked to by NHS Test and Trace.	Medium	<ul style="list-style-type: none"> - Inform staff in training that they should comply with Test and Trace - Remind staff to inform Test and Trace of close contacts - Make it clear what is classed as a close contact 	Low	
Employees are unaware that they must self-isolated if they are diagnosed with Covid-19 or have been in contact with someone diagnosed with Covid-19.	Medium	<ul style="list-style-type: none"> - Display poster on what to do if Covid is confirmed - Keep a record of dates to ensure no staff member returns before isolation period is ended - On confirmation of test result confirm with the staff member the date of return to work (the end of isolation) - Staff MUST inform school on first day of absence if they are absent due to isolation. Procedure to be shared in training in September. 	Low	
Parents and carers are unaware of the NHS Test and Trace process and that their child must have a test in the event of displaying symptoms.	Medium	<ul style="list-style-type: none"> - Display the Test and Trace procedures on the website and signpost parents to it through social media - If a parent reports and absence due to Covid OR a child is sent home from work, remind them to book a test and inform school of results 	Low	

Parents and carers are unaware that they must provide details of close contacts of their child if asked to by NHS Test and Trace.	Medium	<ul style="list-style-type: none"> - When discussing absence or isolation with parents, school office to remind them to engage with Test and Trace - Remind staff to inform Test and Trace of close contacts - Make it clear what is classed as a close contact 	Low	
Parents and carers are unaware that their child must self-isolated if they are diagnosed with Covid-19 or have been in contact with someone diagnosed with Covid-19.	Medium	<ul style="list-style-type: none"> - Display poster on what to do if Covid is confirmed - Keep a record of dates to ensure no staff member returns before isolation period is ended - On confirmation of test result confirm with the staff member the date of return to work (the end of isolation) - Staff MUST inform school on first day of absence if they are absent due to isolation. Procedure to be shared in training in September. 	Low	
Staff, parents and carers do not inform the school if they or household member has a positive test for Covid-19	High	<ul style="list-style-type: none"> - Share information via newsletter, social media, texts, etc to remind parents of the procedure. - Email a copy of the Poster 'Feeling Unwell' to all families - Phone and check outcomes of test, if parents are not forthcoming, when we know testing has occurred. 	Low	
In the event of a positive Covid-19 case in school, school does not contact local health protection team and comply fully with their advice.	Low	<ul style="list-style-type: none"> - School to contact local public health team Telephone 0344 225 3560 (option 2) Out of hours advice 01384 679 031 in the event of a confirmed case of Covid 19 - All SLT to be made aware of the process to follow in case of staff absence or not being available - Display numbers in the office - SLT to have numbers stored in their phones - All advice from PHE to be followed - Inform CAT of actions to be taken 	Low	
In the event of a positive Covid-19 case, school does not have records of close contacts made in school	High	<ul style="list-style-type: none"> - Lists of children and staff in each 'Double Bubble' to be kept in the office 	Low	

		- Visitors list is maintained (including which children they have worked with if any) so in the event of positive case anyone with close contact can be notified		
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Key risk 8: Risk that the educational provision for pupils does not return to normal				
Sub-risk	Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when
A broad and ambitious curriculum is not in place	Low	<ul style="list-style-type: none"> - From September, pupils will access a broad curriculum through Cornerstones. This will be monitored using the new Maestro facility - All subjects will be offered but the curriculum will be adapted to accommodate subject specific risk assessments and measures recommended - Swimming will not be in place in Autumn 1 but this will continue to be reviewed in light of government guidance. Y3 will go swimming as soon as it is deemed safe to do so. - Where there are mixed aged classes (Y1/2, Y2/3, Y3/4) children will complete the maths mastery curriculum for their year group within their class bubble. Adults to be used to facilitate this. 	Low	
Government funded intervention and catch up program is not effective	High	<ul style="list-style-type: none"> - Obtain clarity over what we are 'catching up' to - Ascertain the level of funding available (mindful if we have to find first 25% for tutoring programme) - - See Catch Up Plan document - SLT to become familiar with approaches listed in EEF Teaching and Learning Toolkit over the summer - Meet with SLT to review Teaching and Learning Toolkit EEF and which approaches would be best suited to the children that have been identified - Prioritise the list and allocate approaches ensuring as many of the children access some provision to enable a closing of the gap - Review strategies regularly to ensure that they are working – make appropriate changes if not 	Medium	Some uncertainty remains over the funding available

		<ul style="list-style-type: none"> - Decide if there is a recruitment/ training need and respond accordingly – sourcing training/ advertising ASAP. - Be mindful of availability of space/ staffing due to Covid measures when planning any interventions 		
Appropriate integrated remote learning package is not immediately in place for individuals, groups or whole school in the event of education not being able to be provided physically.	High	<ul style="list-style-type: none"> - Construct a Remote Learning contingency plan identifying the varying needs for remote learning (See separate document – Remote Learning Contingency) - Include this as part of training in September so all staff are aware of the expectations of them in different situations 	Low	

Key risk 9: Risk that the trust is not a good employer				
Sub-risk	Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when

Employees with increased personal risks are not protected	Low	<ul style="list-style-type: none"> - Risk assessments to be completed for all pregnant staff and those who have previously been shielding - Staff to be advised to be stringent in their social distancing and call for support if needed 	Low	
Employees are anxious about coming to work due to covid-19	Medium	<ul style="list-style-type: none"> - Keep staff up to date with the changes to working practice and the measures we are taking via email or staff training on Teams - Share the plan and all risk assessments with staff - Reassure staff that everyone has worries about the situation and this is normal - Highlight support services available to staff to support them emotionally. <p>Education support service www.educationsupport.org.uk 08000 562 561 – Helpline number</p>	Low	
Employees are not fully trained on the school opening plan	Medium	<ul style="list-style-type: none"> - Staff to have staff meeting 1st September to make them aware of the changes to procedures and protocol (paperwork to be shared beforehand) - All paperwork to be made readily available to staff via email and also on the shared area. - Covid updates are to be added to the staffroom notice board and there will be an expectation for staff to read this regularly - Covid updates to be added to the staff meeting/ briefing agenda for the Autumn term to keep up to date with changes to guidance/ protocol 	Low	
Employees are not fully consulted on the school opening plan	High	<ul style="list-style-type: none"> - Feedback has been sought from staff on the wider opening that took place from June 1 - Share detailed plan and supporting documents prior to finishing for the summer so staff have time to read, understand and seek clarity on the new structures. - Ask for questions and invite staff to share any concerns and questions so they can be addressed 	Low	

		through the plan or amend the plan to accommodate their thinking		
Workload once open is not achievable	High	<ul style="list-style-type: none"> - Introduction of Cornerstones Curriculum Maestro for planning the curriculum –reducing planning commitment - Non-essential tasks to be considered and removed if possible - School opening time restrictions to be maintained - Staff meeting to move to TEAMS to remove travelling time and reduce risk - Marking is to be reduced significantly with a strong focus on verbal feedback. Teachers are to use their professional judgement - PPA is to be taken at home due to the lack of space to work in 	Low	

Resources

Government guidance:

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

Risk matrix:

		LIKELIHOOD				
		VERY UNLIKELY	UNLIKELY	LIKELY	HIGH LIKELY	ALMOST CERTAIN
SEVERITY	NEGLIGIBLE	LOW	LOW	LOW	LOW	LOW
	MINOR	LOW	LOW	LOW	MEDIUM	MEDIUM
	SERIOUS	LOW	MEDIUM	MEDIUM	MEDIUM	HIGH
	SEVERE	LOW	MEDIUM	MEDIUM	HIGH	HIGH
	VERY SEVERE	MEDIUM	MEDIUM	HIGH	HIGH	HIGH