

LOCATION: Holywell C of E Primary School - Academy	VENTRUS RA: COVID-19 Safe Return Sept 20	
WHO IS AFFECTED BY THE RISKS? All building users	HOW MANY ARE AFFECTED? 19 staff members and 104 pupils	REF: COV- RAA19a
See end of template for explanation of hazard, risk, control measures, severity, likelihood, risk rating.		

RISK	EXISTING CONTROL/PREVENTION MEASURES	RISK RATING			ADDITIONAL CONTROL MEASURES REQUIRED	BY WHOM & WHEN	NEW RISK RATING		
		S	L	RR			S	L	RR
C1. Contact is made with individuals who are unwell with Coronavirus, or living with someone who is.	<ul style="list-style-type: none"> Individuals who are unwell with Coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home Put in place a procedure for anyone becoming unwell; including use of a designated quarantine/isolation room(s) 	3	2	6	<p>Anyone showing symptoms of COVID19 are removed to the isolation room and parents are called immediately to come and collect them</p> <p>Ensure all staff aware of how to contact SD as soon as possible if they or a member of their household becomes unwell with COVID-19 symptoms.</p> <p>Posters will be added to staff areas to remind them of symptoms and associated procedures.</p> <p>Staff to leave site immediately if displaying symptoms</p> <p>Close pod and inform staff and parents if case is confirmed. Track and trace to linked settings for both staff and pupils.</p>	All staff From 03/09/20	3	1	3

<p>C3. Inadequate cleaning routines result in a spread of Coronavirus in the school.</p>	<ul style="list-style-type: none"> • Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents and approved cleaning products • Read PHE's COVID-19: cleaning of non-healthcare settings guidance • Define a new cleaning schedule 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 • Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas • Plan for the daily removal and safe disposal of rubbish • Schedule frequent cleaning of resources (e.g. books, toys) shared within groups • Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups • Purchase additional standard cleaning equipment if needed • Encourage teaching and support staff to maintain hygiene standards throughout the day including between classes if required 	2	2	4	<p>Cleaner to work to new cleaning schedule.</p> <p>Cleaning log kept for dinner hall, toilets, classrooms and shared areas.</p> <p>Staff in classrooms clean tables, chairs and frequently touched areas at breaktime, lunchtime and the end of the day.</p> <p>Resources in each class are cleaned frequently.</p> <p>Resources shared between bubbles are isolated for 72 hours or cleaned thoroughly.</p> <p>Isolation of books – books sent back into school are isolated for 72 hours where possible or if not thoroughly cleaned.</p>	<p>MS Cleaner From 03/09/20</p> <p>Admin to check From 03/09/20</p> <p>All teaching and support staff From 07/09/20</p>	2	1	2
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<p>C4. Insufficient distancing, or mixing of different groups of children, staff and parents, result in a spread of Coronavirus in the school/ local community.</p>	<ul style="list-style-type: none"> • Minimise contact between individuals and maintain social distancing wherever possible • Plan group sizes • Revise timetables to accommodate groups and minimise movement between classrooms, where possible • Where possible, stagger start, break, lunch and finish times • Cancel large gatherings, such as assemblies and staff meetings • Revise extra-curricular offer to minimise mixing between groups • Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems • Divide playground to minimise mixing between groups • Plan arrangements for drop off/collection and communicate these to parents • Plan measures for lunchtimes including managing queues, reconfiguring dining spaces • Communicate arrangements to catering suppliers and lunchtime supervisors • Where necessary use appropriate PPE, follow guidance on putting on and taking off standard PPE- https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures • Encourage support staff to remain in their own bubble at all times • Continue with online meetings via TEAMS and keep physical meetings to a minimum • Review room layouts to increase distances between staff and pupils & staff and other staff • Windows & doors to be kept open where possible to aid ventilation 	3	2	6	<p>Have 4 classrooms. Each class enters and leaves school through school gate so have to have a staggered start and end.</p> <p>Breaks will be staggered and lunchtimes will be now over two sittings. MTA's reorganised to accommodate this.</p>	<p>All teaching and support staff</p> <p>From 07/09/20</p>	3	1	3
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C5. Provision for intimate care means that distancing can't be followed.	<ul style="list-style-type: none"> Put in place a PPE procedure that could include for example, the use of PPE where a pupil becomes ill with coronavirus symptoms while at school Where a pupil already has routine intimate care needs that involve the use of PPE, the care plan should be reviewed; PPE should continue to be used as per the care plan 	2	2	4	PPE available in isolation room, to be used when a child becomes ill. Care plans updated and reviewed for 4 relevant pupils	SD 03/09/20 SH 07/09/20	2	1	2
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<p>C6.</p> <p>The spread of Coronavirus through school and wider community.</p>	<ul style="list-style-type: none"> • Engage with the NHS Test and Trace process • Put in place a procedure regarding the NHS Test and Trace process and how to contact your local Public Health England health protection team (this is likely to be part of the procedure outlined below) • Manage confirmed cases of coronavirus (COVID-19) amongst the school community • Put in place procedures to manage suspected/confirmed cases • Read process for dealing with symptomatic pupils • Read procedure for dealing with a suspected outbreak • Identify a room that symptomatic pupils will wait in until parents collect them, ideally with: <ul style="list-style-type: none"> ➤ A door you can close ➤ A window for ventilation ➤ A separate bathroom (either attached to the room or nearby) • Plan staff training on the process for dealing with symptomatic pupils and ensure they are aware of the steps the school will take in the event of an outbreak • Contain any outbreak by following local health protection team advice • Ensure sufficient stocks/ongoing supply of PPE equipment, using local supply chains • Closely manage access to contractors, encourage out of normal school hours' visits • Ensure risk assessments are shared between schools and visiting contractors 	3	2	6	<p>Symptomatic pupils taken to Isolation Room (Rainbow room) and use staff corridor toilet if required. Parents called immediately and send pupil to be tested.</p> <p>Staff to follow all guidance and procedures for dealing with a suspected outbreak. During non pupil day in September, inform all staff of outbreak procedures, this RA and individual school guidance and procedures.</p> <p>Staff to inform admin immediately when running low on stock.</p>	<p>All teaching and support staff</p> <p>From 07/09/20</p>	3	1	3
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C7. The transmission of Coronavirus when using school/public transport.	<ul style="list-style-type: none"> ➤ Encourage parents and pupils to walk/cycle or drive to school rather than take public transport ➤ Remind parents and pupils still using public transport that face coverings are mandatory for children 11 years+ ➤ Consider organising walking buses for primary pupil groups ➤ Work with the local authority, other local schools and transport providers to consider adjusting start and finish times and/or staggered starts ➤ Work with home-to-school transport providers to determine appropriate protective measures to take on transport to align with your school's policies. Consider: ➤ how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school ➤ use of hand sanitiser upon boarding and/or disembarking ➤ additional cleaning of vehicles ➤ organised queuing and boarding where possible o distancing within vehicles wherever possible ➤ the use of face coverings for children over the age of 11, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet <ul style="list-style-type: none"> • Review school transport providers Risk assessments 	3	2	6	<p>No school or public transport used.</p> <p>No school trips using coaches to be organised.</p> <p>If school minibus to used, group in pods, use hand sanitiser, distance as much as possible and ensure extra cleaning</p>	<p>EP and SD From 07/09/20</p> <p>MA From 07/09/20</p>	3	1	3
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C8. Insufficient risk management may place vulnerable individuals at increased risk.	<ul style="list-style-type: none"> • Review all risk assessments that relate to this document to ensure updated with relevant guidance i.e. site and personnel risk assessment • Consult with staff, professional bodies and/or staff representatives • Consider the impact on staff and pupils who have particular protected characteristics, including race and disability, in developing your approach to reopening • Executive leaders/Trustees review school risk assessments and update the Trust Risk Register accordingly • Take account of current Government Guidance in relation to vulnerable individuals 	3	2	6	To continue to monitor vulnerable/protected characteristics staff and pupils and respond according to government guidance.	SH and SD From 03/09/20	3	1	3
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<p>C9.</p> <p>Increased vulnerability/ reduced academic performance, due to poor attendance from Sept/ lack of access to school during Covid school closures</p>	<p>Attendance</p> <ul style="list-style-type: none"> ➤ Communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year. Consider writing to parents, explaining: <ul style="list-style-type: none"> ➤ what precautions and processes will be in place ➤ mandatory attendance expectations ➤ the reasons why returning to school is important • Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them - especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic • Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker of non-attendance, if they have one, of non-attendance <p>Catch Up Funding</p> <ul style="list-style-type: none"> • Consider using the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance 	1	3	3	<p>Continue to closely support those pupils and families we have already identified as being at risk of not engaging with school. Support children by sending home letters and videos from new teacher. Clearly written letter sent to all parents. Staff to call pupils on non- pupil days to welcome them back to school.</p> <p>Engage with a variety of available agencies and services to support relevant pupils and families.</p>	<p>SD and SH</p> <p>From 03/09/20</p>	1	2	2
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<p>C10.</p> <p>Staffing related risks:</p> <p>Insufficient staffing levels</p> <p>Increased exposure due to working across pods/ settings</p> <p>Detrimental impact on physical and mental health and wellbeing</p>	<p>Clinically extremely vulnerable</p> <p>The clinically extremely vulnerable list will be paused on 1st August. Some people on this list will remain under the care of their doctor or specialist and may advised not to return to work.</p> <ul style="list-style-type: none"> Assess how many staff remain in this much smaller group and the impact on the workforce Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes. Consider using an Equalities Impact Assessment:- https://schoolleaders.thekeysupport.com/article/16686/documents/2301/KeyDoc_reopening_equality_impact_assessment.doc?marker=content-body In light of your assessment, consider altering the way in which you deploy staff <p>Using temporary/cover staff</p> <ul style="list-style-type: none"> In order to minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year <p>Staff health & wellbeing</p> <ul style="list-style-type: none"> Minimise staff travel between schools who are interacting with pupils Staff made aware of the signs of stress and anxiety Staff have regular contact with Line Managers. Line Managers to be vigilant for signs of excessive stress amongst staff and to initiate remedial action as soon as possible. Workload and work life balance is being monitored on an ongoing basis. This includes all members of staff up to and including the executive team Support available via our healthcare provider https://www.medigold-health.com/ 	3	2	6	<p>Continue to assess any CEV staff and support their deployment back into school.</p> <p>During non-pupil day, discuss staff's health and wellbeing, suggesting ideas of support and ways to help with work life balance. Ensure staff are aware of the available support.</p>	<p>SD</p> <p>From 03/09/20</p>	3	1	3
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<p>C11.</p> <p>The risk of exposure to Coronavirus is increased due to membership of more than one pod, provision or setting, or due to letting to external providers.</p>	<p>Extra-curricular activities/membership of more than one pod, provision or setting</p> <ul style="list-style-type: none"> ➤ Review breakfast and after-school provision and consider the need to respond flexibly and build this up over time ➤ Review parents use of external providers: BC/ASC and child minders; consider the need for additional protective measures, including minimising the number of pods children access ➤ Advise parents to limit the number of different wraparound providers their children access during weekends/school holiday times ➤ As with physical activity during the school day, contact sports should not take place ➤ No activity that would not be allowed in the school day, will be allowed during extra-curricular activities/BC/ASC <p>Letting to external providers</p> <ul style="list-style-type: none"> ➤ Letting to be prioritised to meet children's needs ➤ Additional costing/staffing of COVID cleans required, in advance of staff/children using the space that has been let ➤ No activity that would not be allowed in the school day, will be allowed during lettings ➤ Those letting must have their risk assessment approved by Sam Lydon-Drake and must sign the school risk assessment ➤ Where necessary those letting will need to add additional measures to their risk assessment to meet school requirements ➤ Those letting spaces must keep abreast of changes in guidance ➤ Those letting spaces must keep a written record of attendees, that will be shared with PHE, if required 	2	3	6	<p>BC/ASC to restart using St Michael's Nursey to provide care. Where possible, children to remain in their class pods during these times and all preventative school measures to be followed. See SMN RA and ask them to sign school's RA.</p> <p>No lettings as no hall</p>	<p>SD, EP and Sarah Sexton from SMN</p> <p>From 07/09/20</p>	2	2	4
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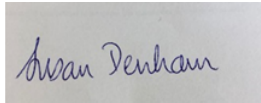
C12. Gaps in knowledge and understanding, existing as a result of time away from school, will not be made up.	<ul style="list-style-type: none"> ➤ Implement a robust process of assessment to identify learning gaps quickly ➤ Modify the school's curriculum to address the identified gaps in knowledge, while maintaining breadth and balance ➤ Adopt flexible teaching strategies to deliver the planned curriculum and meet needs of learners, maximising the use of technology ➤ Identify students most at risk of disengagement/most in need of additional support ➤ Engage with LAs, agencies and the families of pupils with SEND to devise plans to provide specific support as needed 	1	3	3	<p>Ensure assessments are made as rapidly as possible in September and then map and gap missed learning.</p> <p>Continue to develop use of Microsoft Teams to ensure school is ready to use it as an online learning platform in case of another lockdown.</p>	<p>All teachers From 07/09/20</p> <p>SD and teachers and support staff. From 03/09/20</p>	1	2	2
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<p>C13. Increased risk of transmission during physical and musical activity.</p>	<p>Settings should note that 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</p> <p>Physical activity</p> <ul style="list-style-type: none"> ➤ Ensure pupils remain in consistent groups where possible, sports equipment is to be thoroughly cleaned between each use, and contact sports are avoided ➤ Prioritise outdoor sports where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying attention to cleaning and hygiene <p>Music</p> <ul style="list-style-type: none"> • When pupils are playing instruments, or singing in small groups such as in music lessons by, consider: <ul style="list-style-type: none"> ➤ physical distancing ➤ playing outside wherever possible ➤ limiting group sizes to no more than 15 ➤ positioning pupils back-to-back or side-to-side ➤ avoiding sharing of instruments ➤ ensure good ventilation • Singing, wind and brass playing should not take place in choirs and ensembles, or assemblies 	2	2	4	<p>PE specialist to ensure sports equipment is organised for each pod and thoroughly cleaned between uses.</p>	<p>LD From 07/09/20</p>	2	1	2
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C14. Experiences during Covid closures may have had a detrimental impact on children's emotional and physical well-being.	<ul style="list-style-type: none"> • Ensure Headteachers (DSL) prioritise their time, especially in the first few weeks of term, to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children social care and other agencies where these are appropriate • Provide additional lessons/opportunities focused on supporting pupils' mental health and wellbeing, within the curriculum/school timetable, including targeted pastoral intervention as appropriate • Consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> ➢ support the rebuilding of friendships and social engagement ➢ to address and equip pupils to respond to issues linked to coronavirus (COVID-19) ➢ to support pupils with approaches to improving their physical and mental wellbeing • Consider the support needs of particular groups who need additional help (for example Children in Need), and any newly vulnerable pupils on their return to school 	1	3	3	<p>Key safeguarding staff to support any concerns on returning to school.</p> <p>Across the school, teachers to plan to use two SEMH focussed books to support children's return to school especially during the first two weeks of term.</p> <p>Staff to be alert to the needs of vulnerable pupils and provide interventions and support.</p>	<p>SD and SH From 03/09/20</p> <p>All teaching and support staff From 07/09/20</p> <p>SD and SH From 07/09/20</p>	1	2	2
C15. Time away from the structure school environment may have resulted in a detrimental impact on children's attitude to learning and conduct.	<ul style="list-style-type: none"> • Revise behaviour and attendance policies if necessary, to create the right conditions to re-engage pupils in their learning and reintegrate them back into school life • Provide additional pastoral and support services, exploring how services might be delivered remotely prior to reopening • Consider delivering lessons in shorter sessions and rebalancing the pastoral/academic load in the first few weeks; maximise opportunities to learn outside 	2	2	4	<p>Staff to reorganise lessons for the first two weeks and plan extra SEMH support</p>	<p>All teaching and support staff From 07/09/20</p>	2	1	2

C16. Increased infection levels locally result in further school closures.	<ul style="list-style-type: none">Ensure Trust procedures are in place to manage local closuresPHE Guidance to be followedHeadteacher to consult Executive Team, immediately	1	3	3	If possibility of school closure, SD to act immediately.	SD 03/09/20	1	2	2
C17. Children do not have access to high quality online learning, during further partial/full school closures.	<ul style="list-style-type: none">DfE funding has been secured to establish Microsoft 365 as a learning platform; all classes have been set up in TeamsStaff training to be delivered to ensure teachers can provide their online learning, interaction, assessment and feedback, via Microsoft Teams, by the third week in September 2020Ensure high quality online and offline resources have been identified and linked to the school or Trust’s curriculum provisionCommunicate online learning and safeguarding expectations, including logins/passwords, to parents and pupils	2	3	6	SD and key staff to develop greater understanding of Microsoft. All staff to watch Microsoft training webinars on non -teaching day. Further staff meetings week 1 and 2 so teachers ready to provide online learning through Teams. Offline resources planned from school’s medium and short term planning and extra support through Oak National Academy.	SD and all teaching and support staff. From 03/09/20	2	2	4
Other Risk Assessments	Specific activity risk assessments will include new additional control measures dealing with Coronavirus. Please refer to them as necessary. These include: <div>First Aid Risk Assessment Fire RA Cleaning & COSSH RA Catering RA</div> <div>(not exhaustive – Signpost to other risk assessments as necessary)</div>								
The Headteacher has directed staff and pupils to carry out these arrangements. Steps are being taken to ensure that they remain in place and effective.									

Each new hazard must be on a new row. Add extra rows if necessary. This will make the assessment easier to view and understand. Roll over into another page if necessary.

ASSESSOR NAME: Susan Denham	ASSESSOR SIGNATURE: 	DATE OF ORIGINAL ASSESSMENT: 13/07/2020	DATE OF NEXT REVIEW: 03/09/2020
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Standard Risk Assessment Definitions

- **RISK** - is the *potential* to cause harm. e.g. contract coronavirus
- **Control Measures** - are the actions taken to prevent harm
- **Severity (S)** - rated as follows:
 - **MAJOR** = 3
 - **MODERATE** = 2
 - **SLIGHT** = 1
- **Likelihood (L)** - rated as follows:
 - **LIKELY** = 3 could happen anytime.
 - **POSSIBLE** = 2 might happen sometimes.
 - **UNLIKELY** = 1 where harm is unlikely to occur.
- **Risk Rating (RR)** - is a means of 'measuring' the risk by multiplying the *severity* by the *likelihood* e.g. a *severity* factor 'MODERATE' with a *likelihood* factor 'POSSIBLE' would give a risk rating of $2 \times 2 = 4$. This should represent the risk at the time of the assessment, given the control measures in place at the time.
- **Additional Control Measures** – these are the measures Headteachers are taking locally, including amendments made to risk other assessments, to manage the Risk Rating.
- **Risk Rating**
 - High** = from 6 – 9 requires **IMMEDIATE** action to achieve a reduction in risk.
 - Med** = from 3 - 4 requires action **AS SOON AS POSSIBLE**.
 - Low** = from 1 - 2 may be considered acceptable (although action may be possible to reduce the risk even further can be considered).

Simple Risk Matrix			
	Consequences		
Likelihood	Minor	Moderate	Major
Likely			
Possible			
Unlikely			

Risk Treatment Key	
	Intolerable Risk Level. Immediate action required
	Tolerable Risk Level. Risks must be reduced so far as is practicable.
	Broadly Acceptable Risk Level. Monitor and further reduce where practicable.

Passing on the Key Findings

Important: The key findings of this assessment need to be passed on to those who need it.

Government Guidance – Links Section

Key government guidance is being followed includes (not an exhaustive list):

1. Coronavirus (COVID-19): implementing protective measures in education and childcare settings <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
2. Actions for educational and childcare settings to prepare for wider opening <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-from-1-june>
3. Social Distancing <https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july>
4. Shielding and Protecting Vulnerable Persons <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#shielded-and-clinically-vulnerable-adults>
5. COVID-19: cleaning of non-healthcare settings <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>
6. Travel Guidance – safer travel <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>
7. Actions for schools in preparation for the Autumn term- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

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