

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment



Introduction:

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

- | | |
|--|--|
| <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 (left blank for you to fill in) |
|--|--|

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



OVERALL RISK CATEGORISATION

Likelihood / Prevalence

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment



SUPPORTING GUIDANCE DOCUMENTS AND LINKS

Review	Response	Recovery	Reform
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SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment



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

NOTES

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

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13 - 25)	OVERALL
3	16	2	10.05 MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13 - 25)	OVERALL
4	17	0	6.90 MEDIUM

RISK BREAKDOWN

CURRENT:

1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
2	2	15	2	0
1	1	7	12	0

FUTURE:

1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
2	8	11	0	0
2	2	17	0	0

Likelihood
Severity

Likelihood
Severity

Formulas
Don't delete

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?	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 bubbles	pupils, parents and staff	risk of spread of covid infection due to lack of social distancing adherence	School will be returning to operating year group bubbles to allow for less mixing of children. Year groups are no bigger than 52.	3 - Medium	4 - High	MEDIUM	Groups to be kept apart from other groups where possible by creating zones within school for each 'bubble'. Children should be encouraged to keep their distance within groups. Limit interaction, sharing of rooms and social spaces between groups as much as possible. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. Staff will not move between bubbles.	2 - Low	3 - Medium	MEDIUM	LD	Sep-21	Amber	Amended 3/1/21 5/1/21 Amended 23/21 Amended 26/2/21- all children returning from 8th March Amended August 21	Amended	
Travel to and from school - Dedicated school transport	pupils, transport operatives and support staff	risk of spread of covid infection due to lack of social distancing in taxi	Pupils coming to school 1-1 in taxi transport. Adults wearing face masks if possible.	3 - Medium	4 - High	MEDIUM	Liaise with LA school transport to ensure their advice is followed and they are compliant with social distancing guidance -use of hand sanitiser upon boarding and/or disembarking additional cleaning of vehicles -organised queuing and boarding where possible -distancing within vehicles wherever possible	3 - Medium	3 - Medium	MEDIUM	LD	Sep-21	Amber	Amended 26/2/21 Amended August 21		
Travel to and from school - Public transport	pupils and parents and bus operatives	risk of infection due to lack of social distancing adherence	• Encourage use of face masks on public transport - suggest walk or use car if this is an option	3 - Medium	3 - Medium	MEDIUM	No further action	3 - Medium	3 - Medium	MEDIUM	LD	Sep-21	Amber	Amended August 21		
Beginning of school day	pupils, parents and staff	risk of covid infection due to lack of social distancing adherence	Move to all classes start at 8.55am and finish at 3.15pm. School has 4 exits and entrances and a large school site. There are only approximately 145 children in the school.	3 - Medium	4 - High	MEDIUM	• Keep year group bubbles • Encourage parents/social distance - signage on playgrounds/waiting areas • Set out clear expectations for drop off / pick up • Leaflet for parents/newletter, social media campaign, advice and guidance on website making parents aware of the rationale for this.	3 - Medium	3 - Medium	MEDIUM	LD	Sep-21	Amber	Amended 3/1/21 5/1/21 Amended August 2021	Amended	
Parents congregating on the playground	Pupils and parents	risk of covid infection due to lack of social distancing adherence	Parents will all be arriving at one time.	3 - Medium	4 - High	MEDIUM	• Encourage only one parent to drop off. • Set out clear expectations for drop off / pick up.	3 - Medium	3 - Medium	MEDIUM	LD and SLT	Sep-21	Amber	Amended 5/1/21 Amended August 2021		
Cloakroom facilities	Pupils and Staff	risk of covid infection due to lack of social distancing adherence	Children all arriving at one time.	3 - Medium	3 - Medium	MEDIUM	• Some children to use toilets to wash hands, some use middle areas/classrooms. Restrict access for a limited number of pupils at a time. Adult supervise use of cloakroom areas. • Encourage pupils to bring only essential items into school • Water bottles etc to be wiped down at beginning of day. •	2 - Low	3 - Medium	MEDIUM	Class teachers to implement	Sep-21	Amber	Amended August 21		
Assemblies	Pupils and Staff	risk of covid infection due to inability to social distance in a confined space.	Year group assemblies only. Whole school assemblies to be done remotely.	2 - Low	2 - Low	LOW	No further action.	2 - Low	2 - Low	LOW	LD class teachers	Sep-21	Green	Amended 5/1/21 Amended August 21		
Social distancing in classrooms	Pupils and Staff	risk of covid infection due to lack of social distancing adherence	No social distancing required by DfE advice.	4 - High	4 - High	HIGH	LA advice is that they will support children staying in consistent groups. Year groups will not mix. Staff are able to cross year groups.	3 - Medium	3 - Medium	MEDIUM	LD/ class teachers	Sep-21	Amber	Amended 5/1/21 Amended 26/2/21 Amended August 21		
Lining-up	Pupils and Staff	risk of covid infection due to lack of social distancing adherence	No social distancing required by DfE advice.	3 - Medium	3 - Medium	MEDIUM	No further action.	3 - Medium	3 - Medium	MEDIUM	Class teachers and Ta's to implement	Sep-21	Amber	Amended August 21		
Keeping pupils separate at lunchtime	Pupils and Staff	risk of covid infection due to lack of social distancing adherence	• Staggered lunchtimes/rotas	3 - Medium	4 - High	MEDIUM	• Lunches (deli bags and packed lunches) to be taken in the classroom/picnics in warmer weather to minimise movement around school. Hot dinner and deli bag choice in classroom. Pupils to remain within year group zone to reduce walking around building. Playground areas sectioned off for pupils to play within their own area.	2 - Low	3 - Medium	MEDIUM	LD, lunchtime staff and teachers	Sep-21	Green	Amended 26/2/21 Amended August 21		
Social distancing at breaktimes	Pupils and Staff	risk of covid infection due to lack of social distancing adherence	• Provide activities to ensure social distancing • Provide additional supervision to ensure pupils observe social distancing. Posters to remind pupils around school, classrooms and	3 - Medium	4 - High	MEDIUM	No further action.	2 - Low	3 - Medium	MEDIUM	LD and class teachers/TA's	Sep-21	Green	Amended 26/2/21- All children returning- 8th March Amended August 21		
Social distancing - toilets	Pupils and Staff	risk of covid infection due to lack of social distancing adherence	• Staff limit the number of pupils - each year group to have access to their own toilets	3 - Medium	4 - High	MEDIUM	• Staff limit the number of pupils - see also Hygiene and cleaning requirements	3 - Medium	3 - Medium	MEDIUM	Class teachers/TA's/Lunchtime staff	5th January 2021	Amber	Amended		
Staff safety - social distancing	Staff	risk of covid infection due to lack of social distancing adherence	• Limit numbers in staff room (6 at a time) and kitchen (only 1 at a time in kitchen). Provide additional areas for staff to have breaks - children's kitchen- max 6 and provide an outdoor area to use. • Reduce face-to-face staff meetings - use Teams where possible - or mixture of teams and staff spread 2M apart in Year 1 large	4 - High	4 - High	HIGH	Staff have choice to wear face masks in communal areas. Staff to wear masks if at door. Staffs be asked to wear a face covering if triggers on outbreak management plan are reached.	3 - Medium	3 - Medium	MEDIUM	All staff	Sep-21	Green	Amended 3/1/21 Amended 26/2/21 Amended August 21		
End of day procedures	Pupils, staff and parents	risk of covid infection due to lack of social distancing adherence	All children to leave at the same time. 4 exits and large site, plus only approximately 145 children.	3 - Medium	4 - High	MEDIUM	• Parents encouraged to observe social distancing rules when waiting for their child - only one adult per child. School staff to monitor social distancing of parent whilst waiting on the playground • Leave the school grounds in a timely and orderly manner . Staff wear face coverings at the end of the day.	3 - Medium	3 - Medium	MEDIUM	LD and SLT	Sep-21	Amber	Regular review with staff to determine whether any changes are needed 5/1/21 Amended August 21		
Social distancing - trips and events off site	Pupils and staff	risk of covid infection due to lack of social distancing adherence	• Cancel all off-site events- school trips and local visits	1 - Very low	1 - Very low	LOW	No trip policy to continue-January 2021 No trips policy until October 21	1 - Very low	1 - Very low	LOW	LD	Jan-21	Green	Review after Christmas to continue Review at October half term	Updated 3/1/21-	
Social distancing if parents are in school	Pupils, staff and parents	risk of covid infection due to lack of social distancing adherence	• Cancel parents' evening and special assemblies/concerts • Arrange meetings with parents online/via phone calls. Parents not to enter school - phone office if they need to talk. • Reception Stay and Play session on Tuesday 7th to happen outside	1 - Very low	3 - Medium	LOW	• Cancel parents' evening and special assemblies/concerts • Arrange meetings with parents online Parents may meet staff in the hall but only if wearing a face covering. They can come to Stay and Play in the first week but this will be outside and it is expected that face coverings are worn. Parents asked to wear face coverings in playground.	1 - Very low	1 - Very low	LOW	LD	Sep-21	Green	Updated 3/1/21- to continue Amended August 21		
Close proximity of staff and pupils	Staff and pupils	risk of covid infection due to lack of social distancing adherence	• No expectation for social distancing • Guidance provided for teachers when pupils need help - e.g if unwell or in need of first aid - staff to wear PPE - face masks, gloves	3 - Medium	3 - Medium	MEDIUM	No further action.	3 - Medium	3 - Medium	MEDIUM	All staff	Sep 1st 2020	Amber	Amended August 21		

[illegible]

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2 - Quality of Education

NOTES				RISK OVERALL				RISK BREAKDOWN																			
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				LOW (1 - 4)		MEDIUM (5 - 12)		HIGH (13-25)		OVERALL		1 - Very low		2 - Low		3 - Medium		4 - High		5 - Very high							
				2		6		6		11.07 MEDIUM		Likelihood Severity		1 1		6 6		6 6		0 0							
				FUTURE:				FUTURE:																			
				LOW (1 - 4)		MEDIUM (5 - 12)		HIGH (13-25)		OVERALL		Likelihood		1 - Very low		2 - Low		3 - Medium		4 - High		5 - Very high					
				5		9		0		7.00 MEDIUM		Likelihood Severity		1 1		4 4		9 9		0 0		0 0					
				Formulas Don't delete				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?	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						
How do we compensate for the gaps in pupils' knowledge and skills that will have developed following their extended absence from school?				Pupils	Pupils falling behind - gaps getting larger	Identify key component knowledge and skills within individual year groups and subjects areas (ie the non-negotiables) ● Online learning schedules completed. ● Use pupil premium and catch-up funding to provide disadvantaged pupils with more intensive catch up support - link with RWI support and maths interventions.	4 - High	4 - High	HIGH	Staff to prioritise key skills. Catch up Funding to be used to provide extra support for Year 2 phonics initially.	3 - Medium	3 - Medium	MEDIUM	LD, Year group leaders, class teachers and TA's	Sep-21	Amber	Amended 5/1/21 Amended August 2021										
Covering the full range of subjects - staff moving from class to class, peripatetic teachers, supply staff				Pupils	Falling behind - gaps getting larger	Staff focusing on key skills currently.	4 - High	4 - High	HIGH	Foundation Subject staff meetings. Consider how to include a wide range of subjects into online learning and improve the provision both at school and online. Continually under review. Have named online member of SLT to monitor provision. JS to support staff to improve provision.	3 - Medium	3 - Medium	MEDIUM	LD, Year group leaders,	Jan-21	Amber	Make sure clear guidance is available for visiting staff - Questionnaire for each visit? Amended 5/1/21										
Preparations for the changes to SRE that came into effect in September 2020				Pupils and Staff	Non compliance	● The introduction of the new SRE requirements may need to be delayed and put on the school's improvement plan ● Set up online meetings and surveys to communicate with parents/information gathering re new programmes Autumn Term. To be explored by all staff Spring 2021 and implemented Summer 2021	1 - Very low	1 - Very low	LOW	Information gathering re new programmes Autumn Term. To be explored by all staff Spring 2021 and implemented Summer 2021Relationships 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.	1 - Very low	1 - Very low	LOW	JW/PSED lead	Aut 2020	Green											
Online or home learning may need to continue for some pupils, running alongside return to school for other pupils. Plan this for contingency if a second wave or a local outbreak of COVID necessitates school closure.				Pupils, Staff and parents	pupils falling behind - gaps getting larger	Staff to continue to plan for home learning activities for those pupils who are not attending school. ● Make sure teacher workload is managed well ● Plan a bridging unit that pupils in school and at home could all work on at the same time.	3 - Medium	3 - Medium	MEDIUM	● Make sure teacher workload is managed well - ensure PPA time is reinstated ● Plan a bridging unit that pupils in school and at home could all work on at the same time - consider guidance such as the EEF rapid evidence review of remote learning If guidance changes and 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 to offer immediate remote education. School to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. In developing these contingency plans, school to follow remote learning plan. School to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. Schools to avoid an over-reliance on long-term projects or internet research activities. New lockdown - full blended learning, leading to at least 2 live lessons a day, packs delivered to houses/picked up from school. Phone support weekly.	2 - Low	2 - Low	LOW	LD, JS, Year group leaders	Jan-21	Green	JW/JS reviewed blended learning in line with LA guidance. Staff training on blended learning 3-9-2020 Amended 5/1/21										
Curriculum adaptations				Pupils, Staff and parents	Pupils falling behind - gaps getting larger	Stretch 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. Focus on key skills - reading, phonics, writing and basic maths skills, as well as Plan on the basis of the educational needs of pupils - Baseline assessment of key skills as well as mental health and other issues. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.	4 - High	4 - High	HIGH	Teaching to mainly focus on the key skills, however ensure that other subjects are taught well in a broad and balanced curriculum. Have SLT focusing on online learning with support from Computing lead.	3 - Medium	3 - Medium	MEDIUM	LD, SLT, Year group leaders, class teachers and TA's	Jan-21	Amber	Amended 5/1/21										
Addressing the needs of all children				Staff, pupils and parents	Pupils falling behind - gaps getting larger	Identify those at risk of non- participation in online learning. Provide additional support to participate. Weekly contact for all children and daily for vulnerable children Differentiated learning for home and school	4 - High	4 - High	HIGH	Develop remote education plan so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. School 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	Class teachers	Jan-21	Green	Amended 5/1/21										
Remote learning				Staff, pupils and parents	Pupils falling behind - gaps getting larger	Some remote learning has taken place - making use of website. School currently looking at best ways to make use of blended learning provision for September. Consider how to involve pupils who do not have access to electronic devices for home learning.	3 - Medium	3 - Medium	MEDIUM		3 - Medium	3 - Medium	MEDIUM	LD, JS Year group leaders and class teachers	Sep-20	Amber			ICTDS - reviews of home learning resources WCC ICT support for blended learning								
Early Years				Staff, pupils and parents	Pupils not able to settle into school and falling behind - gaps getting bigger	Some pupils may have been out of provision for at least 6 months over the past 2 years. Baseline pupils asap and Focus on prime areas of learning.	4 - High	4 - High	HIGH	For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonics knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.	3 - Medium	3 - Medium	MEDIUM	LD, EYFS teachers and TA's	Sep-20	Amber											
Key stage 1 & 2				Staff, pupils and parents	Pupils falling behind - gaps getting larger	School has provided home learning activities to support pupils at home. This has included both electronic and task based activities. All pupils have been able to access the activities either by online routes or receiving paper copies delivered/collected from school. work has been planned to meet individual need wherever possible	3 - Medium	3 - Medium	MEDIUM	For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain 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.	2 - Low	2 - Low	LOW	JW, Year Group leaders, class teachers	Sep-20	Green	Baseline quickly so that teaching of key skills can be as exp										

[illegible]

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)

RISK OVERALL

RISK BREAKDOWN

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

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

END OF TABLE - DO NOT ENTER INFO BELOW HERE

4 - Pupils with SEND (including medical needs)

NOTES				RISK OVERALL				RISK BREAKDOWN							
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				LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL			1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high	
				1	7	0	9.88			0	1	7	0	0	
								MEDIUM			0	1	3	4	0
				FUTURE:				FUTURE:							
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL			1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high					
4	4	0	6.13			0	5	3	0	0					
				MEDIUM			0	4	4	0	0				

END OF TABLE - DO NOT ENTER INFO BELOW HERE														
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5 - Emotional and Behavioural Considerations

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
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- 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	7	0	9.71
MEDIUM			

FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
2	5	0	7.57
MEDIUM			

RISK BREAKDOWN

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

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

Likelihood
Severity

Likelihood
Severity

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Some pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)	Pupils and staff	grief and emotional trauma	<ul style="list-style-type: none">• Prior to opening after the Summer holiday, encourage parents to share any significant information about their child with the school (via e-mail/telephone if possible)• Provide in-school support and a named person (someone the pupil is close to) to support the pupil when they need it.• If required, access specialist support for the pupil, and if need be their family	2 - Low	4 - High	MEDIUM	<ul style="list-style-type: none">• Make use of learning mentor.• If required, access specialist support for the pupil, and if need be their family• We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. School will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.	2 - Low	3 - Medium	MEDIUM	LD/SENDCO /JH/class teacher	Sep-20	Green		
Pupils with social and emotional difficulties may struggle with managing their behaviour when in school and the routines of school life (particularly pupils who attend PRUs)	Pupils and staff	emotional anxiety and distress which may result in aggression and violence or withdrawal	<ul style="list-style-type: none">• Ensure that these pupils are closely monitored and provided with the relevant support to help them to manage their emotions (ie prevention is better than cure). Close liaison with parents to keep school/home updated with issues that arise.	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none">• It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.• Smaller groups due to fewer children being in school so support can be targeted. Behaviour support policy in place.	3 - Medium	3 - Medium	MEDIUM	LD/SENDCO /JH/class teacher	Sep-20	Amber		
Some pupils may be more vulnerable to exclusion. Your behaviour policy may need to be reviewed to reflect the additional support needs of your pupils?	Pupils and staff	physical assault, verbal assault	<ul style="list-style-type: none">• Identify the particular pupils who could be vulnerable to exclusion. Reduce demands and provide calm, therapeutic environment• Facilitate a phased return to meet their needs.• Review your behaviour policy to reflect the additional support you might be providing.	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none">• Identify the particular pupils who could be vulnerable to exclusion.• Facilitate a phased return to meet their needs.• Updated School behaviour policy to be introduced to pupils. This is based on emotional awareness. The behaviour policy reflects the additional support school provides to ensure pupils can manage their emotions. The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.January 2021 update- continue to review behaviour policy (planned Spring 1)	3 - Medium	4 - High	MEDIUM	LD/SENDCO /JH/class teacher	Jan-21	Amber	Amended 3/1/21	
EV children may struggle with the return to routine and full-time education (almost like a second September start)	pupils, parents and staff	emotional distress and Covid due to lack of social distancing	<ul style="list-style-type: none">• Liaise with parents prior to the start date so that parents can prepare the children (walk them to school and back home each day – practise putting their uniform on – structure the day at home to begin to mirror the day at school – get children excited about seeing their friends again)	3 - Medium	3 - Medium	MEDIUM	<ul style="list-style-type: none">• Liaise with parents and pupils prior to starting school. Pupils have access to school website to find out about the environment and adults. Liaise with parents prior to the start date so that parents can prepare the children (walk them to school and back home each day – practise putting their uniform on – structure the day at home to begin to mirror the day at school – get children excited about seeing their friends again). Refer parents to photos sent home.	3 - Medium	3 - Medium	MEDIUM	LD/JH/class teachers	Sep-20	Amber		
Some pupils will not find the change to school and some of their friends are not in school may be emotionally overwhelming	pupils, parents and staff	emotional distress and Covid due to lack of social distancing	<ul style="list-style-type: none">• Pupils who have returned to school have had time to socialise and be with friends. Pupils not in school have had opportunities to speak with school adults regularly via phone calls.	3 - Medium	3 - Medium	MEDIUM	<ul style="list-style-type: none">• Plan some social 'catching up' time for pupils and their friends that observe social distancing rules so that they are emotionally prepared to learn. Provide 1-1 support for pupils who are finding the situation challenging	3 - Medium	3 - Medium	MEDIUM	LD/JH/class teachers	Jan-21	Amber	Amended 5/1/21 Amended 4/21	
Some parents may be reluctant to send their children back to school because of the risk of infection and bringing the virus back into the family home	pupils, parents	Anxiety	<ul style="list-style-type: none">• 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 back in school.	3 - Medium	3 - Medium	MEDIUM	<ul style="list-style-type: none">• Jo Johnson to offer support to families if required. School to continue with regular contact with families not attending schoolShare risk assessments updates	2 - Low	2 - Low	LOW	LD, AL, JJ	Jan-21	Green	Amended 5/1/21 Amended 4/21	National guidance Local – Leaflet for parents with consistent messages on social distancing.

[illegible]

NOTES

- RISK OVERALL**

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
3	6	0	7.89
			MEDIUM

4 (13-25)	OVERALL
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LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	7	0	7.25
			MEDIUM

RISK BREAKDOWN

Likelihood
Severity

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

Likelihood
Severity

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

[illegible]

[illegible]

NOTES		RISK OVERALL				RISK BREAKDOWN				
<ul style="list-style-type: none"> • 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 		CURRENT:				CURRENT:				
		LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
		0	7	2	12.56	0	0	7	2	0
					HIGH	0	0	1	8	0
		FUTURE:				FUTURE:				
		LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
		0	9	0	9.89	0	1	8	0	0
					MEDIUM	0	0	5	4	0
		Formulas				Formulas				

[illegible]

[illegible]

8 - Transition

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
2	3	0	6.40
			MEDIUM

FUTURE:

LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	OVERALL
5	0	0	4.00
			LOW

RISK BREAKDOWN

CURRENT:

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

FUTURE:

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

[illegible]

END OF TABLE - DO NOT ENTER INFO BELOW HERE

NOTES

- RISK OVERALL**

FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
4	0	0	2.50
			LOW

CURRENT:

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

END OF TABLE - DO NOT ENTER INFO BELOW HERE									
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NOTES

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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
5	2	0	3.57
			LOW

CURRENT:

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

FUTURE:

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

	Likelihood	Severity
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	Likelihood	Severity
--	------------	----------

Formulas
Don't delete

Formulas
Don't delete

[illegible]

RISK OVERALL

CURRENT:

CURRENT:

	Likelihood	Severity
--	------------	----------

FUTURE:

	Likelihood	Severity
--	------------	----------

FUTURE:

	Likelihood	Severity
--	------------	----------

- Formulas
Don't delete

[illegible]

[illegible]

NOTES

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CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
3	3	0	6.33
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
4	2	0	4.67
			MEDIUM

CURRENT:

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

FUTURE:

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

	Likelihood	Severity
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	Likelihood	Severity
--	------------	----------

Formulas
Don't delete

Formulas
Don't delete

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END OF TABLE - DO NOT ENTER INFO BELOW HERE

13 - Additional

NOTES

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- Do not enter any information below the bottom of the table
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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 currently and following mitigating actions

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 Severity		0	0	0	0	0
		0	0	0	0	0

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

[illegible]

