

## 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):

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

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

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**WIDER GUIDANCE ON THE RISK ASSESSMENT PROCESS**



## SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment

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SYSTEM OF CONTROLS



## SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment

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SUPPORTING GUIDANCE DOCUMENTS AND LINKS



**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

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			

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	

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						
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 26/21. 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	
Classroom 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 area/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, in 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. Staff are 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	Updated 3/1/21-
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	

Visitors to school	Pupils, staff and visitors	risk of covid infection due to lack of social distancing adherence	<ul style="list-style-type: none"> <li>Limit visitors to school and do not allow any visitors into school if they are displaying COVID symptoms</li> <li>Produce clear guidance for any contractors if they have to make essential site visits, including use of PPE, access on site only when pupils are not in school etc Mr Leggit to continue to work with Year 1s only.</li> </ul>	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> <li>Limit visitors to school and do not allow any visitors into school if they are displaying COVID symptoms</li> <li>Essential visitors- Safeguarding, H&amp;S, Social worker, mental health</li> <li>Parents can meet in the hall if they wear a face covering.</li> <li>Regular volunteers to return to school</li> <li>Visitors to wear masks, wash hands and remain 2 metres from children and staff at all times.</li> <li>Produce clear guidance for any contractors if they have to make essential site visits. Essential maintenance only should be accommodated wherever possible and where social distancing can be observed. See joint statement from WCC education and property services teams. See also 'Building work and logistics'.</li> <li>Windows being replaced over half term. This is planned to be completed over the half term (if this overruns, the final rooms are those not used by children and with outside access)</li> </ul>	2 - Low	3 - Medium	MEDIUM	LD/AL	Jan-21	Amber	<ul style="list-style-type: none"> <li>Amended 3/1/21</li> <li>Amended 8/2/21</li> <li>Amended 4/21</li> </ul>
Pupils who attend more than one setting eg alternative provision	NA	NA	NA											
Location of class groups	Pupils and Staff	risk of covid infection due to lack of social distancing adherence	Child care groups to be located in separate classroom bases. As further year groups are introduced keep each group separated. Allocate toilets for each group to use.	3 - Medium	3 - Medium	MEDIUM	Classes to work in year groups wherever possible. Each year group to operate within its own year group zone which will not be accessible to other pupils.	3 - Medium	3 - Medium	MEDIUM	All staff	Sep 1st 2020	Amber	
Pupils getting too close moving around school corridors	Pupils and Staff	risk of covid infection due to lack of social distancing adherence	Social distancing not required.	2 - Low	3 - Medium	MEDIUM	Year groups to remain in year group zones to reduce the need for movement around the school. Toilets to be included in zoned areas	2 - Low	2 - Low	LOW	All staff	Sep 1st 2020	Amber	
Pupils accessing childcare provision before and after school	Pupils and Staff	risk of covid infection due to lack of social distancing adherence	Before and after school provision at Happy Tykes. After school provision to follow their own risk assessment.	3 - Medium	4 - High	MEDIUM	After school clubs run by school to start back in October.	2 - Low	3 - Medium	MEDIUM	Happy tykes and Bambini staff	Sep 1st 2020	Amber	<ul style="list-style-type: none"> <li>Amended 5/1/21</li> <li>Amended August 21</li> </ul>
END OF TABLE - DO NOT ENTER INFO BELOW HERE														



2 - Quality of Education

NOTES

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RISK OVERALL

CURRENT:			OVERALL
LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	
2	6	6	<b>11.07</b>
			<b>MEDIUM</b>

FUTURE:			OVERALL
LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	
5	9	0	<b>7.00</b>
			<b>MEDIUM</b>

RISK BREAKDOWN

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

FUTURE:				
1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	1	9	0	0
Severity	1	9	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)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
How do we compensate for the gaps in pupils' knowledge and skills that 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. IS 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 2021 Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.	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	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	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	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	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	LD, JS Year group leaders and class teachers	Sep-20	Amber		<a href="#">ICTDS - reviews of home learning resources</a> <a href="#">WCC ICT support for blended learning</a>
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 phonic knowledge and extending their vocabulary. Settings should follow updates to the EYF5 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, EYF5 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 bring asap	







**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)

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**RISK OVERALL**

CURRENT:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
1	3	1	10.00
			MEDIUM
FUTURE:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
3	2	0	5.60
			MEDIUM

**RISK BREAKDOWN**

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	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						
School staff are not aware of safeguarding incidents that occur during the school closure	Pupils	Abuse	• All children returned to school in March 21.	3 - Medium	4 - High	MEDIUM	• Ensure that school information is up-to-date – safeguarding leads at LAs to send DSLs information in relation to new referrals as a matter of urgency • Ensure any guidance issued re safeguarding is followed .	2 - Low	4 - High	MEDIUM	LD, DSL's, class teachers	Sep-21	Green	staff training 1-9-20 Amended August 21	
Pupils may suffer forms of abuse during lockdown and they have not had the opportunity to disclose these to anyone	Pupils	Abuse	All children returned to school in March 21.	4 - High	4 - High	HIGH	• Ensure that there are opportunities for whole class PSHE lessons/circle times/discussions, group activities and one-to-one discussions (if required) for pupils to share feelings/ anxieties/thoughts in a safe manner (this will be of benefit to all pupils)	2 - Low	4 - High	MEDIUM	LD, DSL's, class teachers	Sep-21	Green	Amended 5/1/21 Amended 4/21 Amended August 21	
Attendance	Pupils	Neglect - falling behind as a result of not being in school	All children have returned to school.	3 - Medium	3 - Medium	MEDIUM	Talk to parents about the reasons for their decision. Inform them that school will be in touch regularly. • Provide information to parents about how the curriculum will be adapted if necessary to address pupils' needs post-COVID -19. Share school's risk assessment Regular contact with families, social workers	2 - Low	2 - Low	LOW	LD, AL - attendance lead, DSL's, class teachers	Jan-21	Green	Amended 5/1/21	
Shielding pupils	Pupils	Falling behind as a result of not being in school	Shielding pupils have been in school until December.	3 - Medium	3 - Medium	MEDIUM	Where children fail to attend school as parents are following clinical and/or public health advice, absence will not be penalised. If parents of pupils with significant risk factors are concerned, school to discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. School to be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).	2 - Low	2 - Low	LOW	LD, AL SENDCO	Jan-21	Green	Amended 3/1/21, Extremely clinically Vulnerable staff and children to shield (DfE guidance) Amended 4/21- CLV staff and children return to school	
DSL capacity to cover potential increase in demand	DSL staff	Stress and mental well being of DSL's compromised	Regular DSL update meetings via TEAMS to ensure all staff have awareness. Share workload. 4 DSLs (3 in school)	2 - Low	2 - Low	LOW	Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.	2 - Low	2 - Low	LOW	LD, DSL's,	Jan-21	Green	Amended 3/1/21, Regular DSL supervision meetings for DSLs	
							• Build capacity on the pastoral team - there may be a spike in disclosures when pupils return								

END OF TABLE - DO NOT ENTER INFO BELOW HERE













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
- Do not delete data in columns I or M as these are formulas
- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	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	
Likelihood	0	1	6	0	0
Severity	0	0	4	3	0

  

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		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"> <li>• 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)</li> <li>• Provide in-school support and a named person (someone the pupil is close to) to support the pupil when they need it.</li> <li>• If required, access specialist support for the pupil, and if need be their family</li> </ul>	2 - Low	4 - High	MEDIUM	<ul style="list-style-type: none"> <li>• Make use of learning mentor.</li> <li>• If required, access specialist support for the pupil, and if need be their family</li> <li>• 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.</li> </ul>	2 - Low	3 - Medium	MEDIUM	LD/SENCO /J/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 PRLs)	Pupils and staff	emotional anxiety and distress which may result in aggression and violence or withdrawal	<ul style="list-style-type: none"> <li>• Ensure that these pupils are closely monitored and provided with the relevant support to help them to manage their emotions (e prevention is better than cure). Close liaison with parents to keep school/home updated with issues that arise.</li> </ul>	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Smaller groups due to fewer children being in school so support can be targeted. Behaviour support policy in place.</li> </ul>	3 - Medium	3 - Medium	MEDIUM	LD/SENCO /J/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"> <li>• Identify the particular pupils who could be vulnerable to exclusion. Reduce demands and provide calm, therapeutic environment</li> <li>• Facilitate a phased return to meet their needs.</li> <li>• Review your behaviour policy to reflect the additional support you might be providing.</li> </ul>	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> <li>• Identify the particular pupils who could be vulnerable to exclusion.</li> <li>• Facilitate a phased return to meet their needs.</li> <li>• 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.</li> <li>January 2021 update- continue to review behaviour policy (planned Spring 1)</li> </ul>	3 - Medium	4 - High	MEDIUM	LD/SENCO /J/class teacher	Jan-21	Amber	Amended 3/1/21	
If 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"> <li>• 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)</li> </ul>	3 - Medium	3 - Medium	MEDIUM	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	3 - Medium	3 - Medium	MEDIUM	LD/J/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"> <li>• 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.</li> </ul>	3 - Medium	3 - Medium	MEDIUM	<ul style="list-style-type: none"> <li>• 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</li> </ul>	3 - Medium	3 - Medium	MEDIUM	LD/J/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"> <li>• 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.</li> </ul>	3 - Medium	3 - Medium	MEDIUM	<ul style="list-style-type: none"> <li>• Jo Johnson to offer support to families if required. School to continue with regular contact with families not attending school</li> <li>• Share risk assessments updates</li> </ul>	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.





6 - Hygiene / Cleanliness and Health & Safety

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
3	6	0	7.89
MEDIUM			

  

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

RISK BREAKDOWN

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

  

FUTURE:					
1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high	
1	2	5	0	0	Likelihood
2	0	7	0	0	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)		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						
Maintaining regular levels of hand washing/hygiene	Pupils and staff	risk of covid infection	<ul style="list-style-type: none"> <li>• Staff and any visitors to school to wash hands on entry to the building. Hand sanitiser is available to be used by adults on entry to school if required by individuals. Regular hand washing opportunities (20 seconds) to be timetabled into daily routines for children and staff – ensure there are adequate supplies of soap. Pupils can use their own gel if supplied by their parent and it is labelled.</li> </ul>	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> <li>• Pupils to wash hands immediately on entry to school or apply anti-bacterial hand gel as they enter the building at the start of the day and exit the building at the end of the day and regular hand washing opportunities (20 seconds) to be timetabled into daily routines – ensure there are adequate supplies of anti-bacterial hand gel and soap. Staff and visitors to school to wash hands on entry to the building.</li> </ul>	3 - Medium	3 - Medium	MEDIUM	Class teachers and TA's	Sept 1st 2020	Amber		National guidance Local – supplies of hand gel
When pupils sneeze or cough they will spread germs/bacteria, especially younger pupils/children	Pupils and staff	risk of covid infection	<ul style="list-style-type: none"> <li>• Educate children and pupils about the need to cough/sneeze into a tissue or their elbow – dispose of tissue in a bin and wash hands for 20 seconds. If a child sneezes onto a table or onto equipment e.g. toy use disinfectant spray to clean in area immediately.</li> </ul>	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> <li>• Continue to re-educate children and pupils about the need to cough/sneeze into a tissue or their elbow – dispose of tissue in a lidded bin and wash hands for 20 seconds. Reinforce for all children after the summer holidays.</li> </ul>	3 - Medium	3 - Medium	MEDIUM	Class teachers and TA's	Sept 1st 2020	Amber		National guidance Local – consistent messages, frequent reminders through social media
Keeping the school clean to a higher level of cleanliness	Pupils and staff	risk of covid infection	<ul style="list-style-type: none"> <li>• Cleaners to act upon guidance normally linked to "deep cleans" as part of their daily procedures (ie a focus on door handles, toilets, changing rooms, toys in the EY, etc.). Additional deep cleaning to take place in work areas used by pupils Friday at the end of the day. Cleaners to clean identified areas specific to themselves.</li> <li>• Pupils/staff to clean IT equipment (esp keyboards, mice) with anti-bacterial wipes after use</li> </ul>	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> <li>Review enhanced cleaning schedule, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach. Ensure the cleaning schedule is enhanced and includes: more frequent cleaning of rooms / shared areas that are used by different groups - tables wiped before lunchtimes - frequently touched surfaces being cleaned more often than normal - staff to use antibac spray on these throughout the day. Cleaners to clean with recommended products at the end of the day. - different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. Each year group bubble allocated a set of toilets</li> </ul>	3 - Medium	3 - Medium	MEDIUM	all staff including cleaning staff	Sept 1st 2020	Amber		National guidance Local – supplies of wipes, consistent messages to cleaners and caretakers.
What if there are a shortage of cleaners due to self-isolation or illness?	Pupils and staff	risk of covid infection	<ul style="list-style-type: none"> <li>• Leaders to identify if this is the case in advance of re-opening so they are pre-warned</li> <li>• Individual cleaners may be able to extend their hours or work more flexibly if other cleaners are absent (eg working before and after school operating hours)</li> <li>• Check terms of the contract, if appropriate. School staff can support cleaning. Make use of support within the consortium if needed.</li> </ul>	2 - Low	4 - High	MEDIUM	<ul style="list-style-type: none"> <li>• Leaders to identify if this is the case in advance of re-opening so they are pre-warned</li> <li>• Individual cleaners may be able to extend their hours or work more flexibly if other cleaners are absent (eg working before and after school operating hours). School staff can support cleaning where necessary. Make use of support within the consortium if needed. Cleaning staff to keep 2m apart and wearing face coverings in communal areas.</li> </ul>	2 - Low	3 - Medium	MEDIUM	LD/AL	Jan-21	Green		National guidance Local H&S guidance
How can schools limit the 'surfaces' that are shared between home and school to reduce the spread of any infection?		risk of covid infection	<ul style="list-style-type: none"> <li>• Correspondence sent electronically via parentmail or on website, where possible. Other communication may be done via phone. No comfort toys allowed into school- If needed then they will have to be plastic so that they can be wiped down on the way in and out. RW-wipeable transition objects kept in a box to sendhome. Wiped with</li> </ul>	3 - Medium	3 - Medium	MEDIUM	<ul style="list-style-type: none"> <li>Book Bags and PE bags are allowed but not additional rucksacks. Pupils and teachers can take books and other shared resources home Mon-Thurs. Books can be wiped and cleaned prior to the weekend and gives 72 hours in between use. Pupils to use Oxford Owl site for weekend reading.</li> </ul>	2 - Low	3 - Medium	MEDIUM	Class teachers and TA's	Sept 1st 2020	Amber		
Face coverings	Pupils staff and parents	risk of covid infection	<ul style="list-style-type: none"> <li>• Staff wear face coverings in corridors and communal areas.</li> </ul>	3 - Medium	3 - Medium	MEDIUM	<ul style="list-style-type: none"> <li>School to have a process for removing face coverings when staff who use them arrive at school and communicate it clearly to them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. January 2021 update- only staff to wear face coverings in corridors</li> </ul>	3 - Medium	3 - Medium	MEDIUM	Class teachers and TA's	Sept 1st 2020	Amber	Amended 3/1/21	
Shared equipment	Pupils and staff	risk of covid infection	<ul style="list-style-type: none"> <li>• Pupils have their own equipment for daily use such as pens pencils, crayons and scissors. Outdoor equipment is wiped down between use. If shared or outdoor areas left for 72 hours between use over the weekend.</li> </ul>	2 - Low	2 - Low	LOW	<ul style="list-style-type: none"> <li>For individual and very frequently used equipment, such as pencils and pens, staff and pupils to have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> </ul>	3 - Medium	3 - Medium	MEDIUM	Class teachers and TA's	September 1st 2020	Amber		
Changes to fire evacuation procedures	Pupils and staff	injury from fire	<ul style="list-style-type: none"> <li>• Review BEEP.</li> </ul>	1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> <li>• Action any issues found.</li> </ul>	1 - Very low	1 - Very low	LOW	LD/AL/class teachers	September 1st 2020	Green		
Contracting virus due to regular handling of curtains on teachers cupboard	staff	risk of covid infection	<ul style="list-style-type: none"> <li>• Pin back curtains to reduce contact</li> </ul>	2 - Low	2 - Low	LOW	<ul style="list-style-type: none"> <li>• Continue to in back curtains to reduce contact</li> </ul>		1 - Very low		Class teachers	Jan-21	Green		





7 - Possible COVID-19 Cases

NOTES

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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	7	2	12.56 HIGH

  

FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	9	0	9.89 MEDIUM

RISK BREAKDOWN

CURRENT:					
1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high	
0	0	7	2	0	
0	0	1	8	0	

  

FUTURE:					
1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high	
0	1	8	0	0	
0	0	5	4	0	

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		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						
Pupil begins to show symptoms when in school (cough and/or temperature developing)	pupils and staff	risk of covid infection	<ul style="list-style-type: none"> <li>• Pupil isolated and sent home as soon as possible</li> <li>• Parents of classmates informed so they can be extra vigilant with their monitoring. Staff dealing with the child to wear PPE (Mask, apron and gloves). member of staff and pupil to wait for parent to collect. Inform any other adults who have been in touch with the child to be extra vigilant.</li> </ul>	4 - High	4 - High	HIGH	<ul style="list-style-type: none"> <li>• Pupil isolated away from other children <b>other classroom</b> and sent home as soon as possible. Adult supporting the child to wear full PPE to reduce risk of transmitting infection. Parents reminded via newsletters that they or someone else must collect their child immediately and that they must book a test immediately. Parents must notify school of the outcome of a test as soon as possible. School to contact PHE for advice.</li> </ul>	3 - Medium	4 - High	MEDIUM	LD, class teachers and TA's	January 2021	Amber	Amended 5/1/21 Amended 8/2/21	National guidance
Use of PPE in school if pupils develop symptoms and need assistance (particularly pupils with SEN)	pupils and staff	risk of covid infection	Source PPE stock for each classroom and area being. Links with Consortium and LA to acquire additional stock if needed.	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> <li>• Replenish stocks of PPE where needed.</li> <li>• Links with Consortium and LA to acquire additional stock if needed. PPE should not be required routinely in schools for general purposes</li> </ul>	2 - Low	4 - High	MEDIUM	AL	September 1st 2020	Green	Amended 5/1/21	National guidance Local authority procurement might be an option?
Member of staff begins to show symptoms when in school (cough and/or temperature developing)	pupils and staff	risk of covid infection	<ul style="list-style-type: none"> <li>• Member of staff isolated and sent home and encouraged to use the DfE website to arrange a test (may then be able to return to work if negative). Inform parents and the community of pupils that there is a possible case within their child's group.</li> </ul>	4 - High	4 - High	HIGH	<ul style="list-style-type: none"> <li>• Member of staff isolated and sent home and encouraged to use the NHS website to arrange a test (may then be able to return to work if negative - see below).</li> <li>• Use of lateral flow devices will help reduce asymptomatic cases.</li> </ul>	3 - Medium	4 - High	MEDIUM	hw, class teachers and TA's	September 1st	Amber	Amended 5/1/21 Amended April 2021	National guidance
Staffing shortages as a result of staff self-isolating	pupils and staff	Leadership team/staff anxiety risk of covid infection	Cover internally where possible. <b>Try to limit number of supply teachers. use known supply teachers.</b>	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> <li>• The introduction of testing for staff who have symptoms (cough and/or temperature, and/or loss of sense of smell/taste) should ensure that only staff with COVID-19 symptoms are absent</li> <li>• Cover internally where possible to reduce the risk of bringing the infection into the school. Make use of regular supply staff where possible. This may be preferable to bringing in supply staff who will not be aware of the social distancing rules that are in operation.</li> <li>• Use of Covid Outbreak Management plan if number of cases triggers this.</li> </ul>	3 - Medium	4 - High	MEDIUM	IW/AL	September 1st	Amber	Amended 5/1/21	National guidance
Text and Trace	pupils, staff and parents	risk of covid infection - reluctance to engage in text and trace process - not following protocols agreed	Those that are doubly jabbed and those under 18 years and 6 months do not need to isolate.	3 - Medium	3 - Medium	MEDIUM	<ul style="list-style-type: none"> <li>• Ensure LD knows who is doubly jabbed in case of isolating.</li> </ul>	3 - Medium	3 - Medium	MEDIUM	Staff, pupils and parents	Sep-21	Amber	Amended 5/1/21 Amended August 21	
What to do if anyone shows symptoms of Coronavirus.	staff, pupils and parents	risk of covid infection	If a child shows symptoms when they are in school isolate in the calm room and call parents immediately. Encourage families to engage in text and trace if not doubly jabbed.	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> <li>• Schools should contact the local health protection team when they become aware of a confirmed case of Coronavirus. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The health protection team will</li> <li>- carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to carry out a PCR test</li> <li>- work with schools in this situation to guide them through the actions they need to take. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</li> </ul>	3 - Medium	3 - Medium	MEDIUM	all Staff	Sep-21	Amber	Amended Sep 21	
Multiple suspected cases or increased absence	staff, pupils and parents	risk of covid infection	Contact Public Health England for advice. <b>Carry out Outbreak Management Plan.</b>	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> <li>• If school meets triggers, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</li> <li>• In some cases, health protection teams may recommend stepping up measures. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</li> </ul>	3 - Medium	3 - Medium	MEDIUM	all Staff	Sep-21	Amber	Amended Aug 21	
What if an outbreak occurs?	staff, pupils and parents	risk of covid infection	Contact Public Health England for advice. <b>Carry out Outbreak Management Plan.</b>	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> <li>• Outbreak Management Plan to be followed</li> <li>• Contact Education Corona/PHE</li> </ul>	3 - Medium	3 - Medium	MEDIUM	all Staff	Sep-21	Amber	Amended Aug 21	
Outbreak in local area	staff, pupils and parents	risk of covid infection	Contact Public Health England for advice.	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> <li>• Use of Outbreak management Plan in consultation with PHE.</li> </ul>	3 - Medium	3 - Medium	MEDIUM	all Staff	Sep-21	Amber	Amended August 21	













9 - Finance

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 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
4	0	0	1.75 LOW

  

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

RISK BREAKDOWN

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

  

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		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						
The budget for 2020/2021 has not been set because the finance committee has been unable to meet	school community	Financial instability	Governors have met virtually to approve the budget. Summer Term finance meeting has taken place showing that school is financially stable and in line with budget setting.	1 - Very low	1 - Very low	LOW	• Governing body has arranged virtual meetings so that quorate meetings can be arranged.	1 - Very low	1 - Very low	LOW	LD, AL, DJ	Sep-20	Green		Extension to budget setting deadlines confirmed by WCC
Cancelled trips need to be refunded, but venues/coach companies have not yet issued refunds	Parents	financial hardship - school budget is at risk of going into deficit with additional costs	• Reimburse the money to families as they may be in financial difficulty and this will maintain positive relationships (the school should be able to secure refunds in the long term)	1 - Very low	1 - Very low	LOW	• school to use monies collected from Y1 pupils to offer a free event in Y2. If this cannot happen, then reimburse the money to families as they may be in financial difficulty and this will maintain positive relationships (the school should be able to secure refunds in the long term).	1 - Very low	1 - Very low	LOW	LD, AL, DJ	Jul-21	Green		
Reimbursement of COVID-related costs	school community	financial hardship - school budget is at risk of going into deficit with additional costs	SBM to claim for additional costs including cleaning hours, kitchen/catering costs/staff costs - working during holiday period and additional resources	2 - Low	2 - Low	LOW	Schools should use their existing resources to make arrangements to welcome all children back. There are no plans at present to reimburse additional costs incurred as part of that process. The school has not been able to claim for additional non teaching hours as the rules were changed by DfE.	2 - Low	2 - Low	LOW	LD, AL	Jul-20	Green		
Governors unaware of potential impact of full time attendance in September on 2020/21 budget.	Pupils, governors	financial hardship - school budget is at risk of going into deficit with additional costs	Governors aware of additional costs incurred - cleaning materials and few staff hours	1 - Very low	1 - Very low	LOW	HT to inform governors DfE will not be reimbursing extra COVID 19 costs from September. Finance governors, LA Finance Officer and relevant staff to include potential new costs in budget update Autumn 2020.	2 - Low	2 - Low	LOW	LD, AL	Jul-20	Green	Monitor increase in costs of cleaning materials	
END OF TABLE - DO NOT ENTER INFO BELOW HERE															





10 - Building Work & Logistics

NOTES

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RISK OVERALL

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

  

FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13 - 25)	OVERALL
5	2	0	3.57 LOW

RISK BREAKDOWN

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

  

FUTURE:					
1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high	
4	2	1	0	0	Likelihood
4	1	1	1	0	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						
Accommodating staggered starts and Finish times - Reduced public transport service / LA organised transport	Pupils, parents and staff	Pupils unable to attend school. Parent difficulty with working arrangements. Risk of Covid infection	School to go back to normal start times (only 145 children in school, with 4 exits/entrances)	3 - Medium	4 - High	MEDIUM	Monitor situation and may return to staggered starts if required.	2 - Low	2 - Low	LOW	LD, AL	Sep-21	Green	Amended Aug 21	
Contractors on site/ building work and maintenance	Pupils, staff, contractors	Risk of Covid infection	Reduce contractors on site. Social distancing	2 - Low	4 - High	MEDIUM	Schools to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. Only essential visitors to visit school- safeguarding, H&S, Social workers, mental health April 2021. School are allowing regular volunteers to return	2 - Low	4 - High	MEDIUM	LD, AL	Sep-21	Green	Amended 5/1/21 Amended Aug 21	
Catering providers	Pupils and kitchen staff	Pupils unable to receive school meals. Anxiety for kitchen staff.	• Kitchen staff to put together provisional food orders based upon a range of hypothetical scenarios number of pupils returning at any given time, so that they can be processed as soon as an opening/partial opening is announced. School kitchens may need to	1 - Very low	3 - Medium	LOW	School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19). Kitchens to provide deli bag meal option for the first half term to reduce movement around school.	1 - Very low	1 - Very low	LOW	LD, AL, LM	1st Sept 20	Green		Catering businesses guidance covid-19
Building adaptations	Pupils and staff	Risk of Covid infection	No building work planned	1 - Very low	1 - Very low	LOW	In classrooms, it will be important that schools improve ventilation, (for example, by opening windows). Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown. It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on Legionella risks during the coronavirus outbreak. Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.	1 - Very low	1 - Very low	LOW	LD, AL, PW	1st Sept 20	Green	Chase building surveyor re staffroom improvements and when these can begin.	
Educational visits	Pupils and Staff	Risk of Covid infection	No visits currently taking place.	1 - Very low	1 - Very low	LOW	Updated January 2021- No educational visits. Review October 21	1 - Very low	1 - Very low	LOW	LD, Year group leaders	Jan-21	Green	Amended 5/1/21	
Uniform	Pupils and parents	Risk of Covid infection	Pupils wearing uniform	1 - Very low	3 - Medium	LOW	Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. School will be sensitive to pupil non-compliance, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.	1 - Very low	1 - Very low	LOW	LD	Sep-20	Green		
Wraparound support - before and after school clubs	Pupils and parents	Risk of Covid infection	Breakfast and After school provision happening at Happy Tykes.	3 - Medium	4 - High	MEDIUM	Wraparound provision will be provided by Happy Tykes pre school, Bambini childcare and childminders. School to liaise with providers to determine and keep a list of pupils in their care. Providers should keep children within their year groups where possible. Providers should use small, consistent groups. Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreaks much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.	3 - Medium	3 - Medium	MEDIUM	LD, Happy Tykes, Bambini and childminders	Sep-21	Amber	Amended Aug 21	







11 - Recruitment & Staffing

NOTES

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

  

FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
7	2	0	3.67
			LOW

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

Likelihood  
Severity

  

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

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						
Staff induction	staff and pupils	lack of knowledge and information needed to start work at the school	<ul style="list-style-type: none"> <li>This will need to be done online for new Reception</li> <li>Arrange a visit to the school in September for new Reception.</li> <li>New staff to have a buddy from year group.</li> </ul>	2 - Low	2 - Low	LOW	<ul style="list-style-type: none"> <li>This will need to be done online/via TEAMS</li> <li>Allocate a 'buddy' for each new starter</li> <li>Arrange a visit to the school when possible.</li> </ul>	2 - Low	2 - Low	LOW	LD	Sep-20	Green	Update school procedures/guidance and share with visitors and new staff	
ECT support	staff	Lack of induction	ECT program in place from John Taylor	2 - Low	3 - Medium	MEDIUM	Ensure induction Tutor and mentor in place. HT to monitor induction process.	1 - Very low	2 - Low	LOW	LD, JD	Sep-21	Green	Amended Aug 21	<a href="https://www.gov.uk/government/collectio ns/early-career-framework-reforms">https://www.gov.uk/government/collectio ns/early-career-framework-reforms</a>
Staff who are clinically vulnerable or previously shielding	staff	risk of covid infection	Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social	1 - Very low	4 - High	LOW	Risk assessments in place for those who need one.	1 - Very low	2 - Low	LOW	LD	Jan-21	Green	Update school procedures/guidance and share with visitors and new staff Amended 3/1/21	
Staff with significant risk factors - such as asthma, diabetes, BAME community member	staff	risk of covid infection	Staff have discussed issues and concerns with headteacher. Completed risk assessment/BAME risk assessment to determine whether they are safe to return to work.	2 - Low	4 - High	MEDIUM	Monitor and review risk assessments as required.	2 - Low	3 - Medium	MEDIUM	LD	Sep-20	Green	Update school procedures/ guidance and share with visitors and new staff	
Staff mental health and wellbeing	staff	increased anxiety , mental health issues	Staff have opportunity to discuss concerns with headteacher. Staff whatsapp group has supported staff throughout school closure and return to work in June. Staff signposted to support groups and websites.	2 - Low	4 - High	MEDIUM	All employers have a duty of care to their employees, and this extends to their mental health. Schools has mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available. The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing. Staff can be referred to the LA wellbeing support service which has been purchased.	2 - Low	3 - Medium	MEDIUM		Sep-20	Green	Update school procedures/guidance and share with visitors and new staff	<a href="https://www.educationsupport.or g.uk/">https://www.educationsupport.or g.uk/</a> <a href="https://www.gov.uk/government/ news/extra-mental-health-support-for-pupils-and-teachers">https://www.gov.uk/government/ news/extra-mental-health-support-for-pupils-and-teachers</a>
Staff deployment - teachers and teaching assistants	staff , pupils	risk of Covid infection,increased anxiety , mental health issues	staff have been deployed in their typical roles wherever possible. Opportunities to work in partnership with others as saml teams	2 - Low	2 - Low	LOW	School has needed to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers have discussed and agreed any changes to staff roles with individuals, taking into account workload and wellbeing. School to ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.	2 - Low	2 - Low	LOW	LD	Sep-20	Green		<a href="https://www.gov.uk/guidance/school-workload-reduction-toolkit">https://www.gov.uk/guidance/school-workload-reduction-toolkit</a> <a href="https://www.gov.uk/government/collectio ns/case-studies-remote-education-practi ce-for-schools-during-coronavirus-covid-19">https://www.gov.uk/government/collectio ns/case-studies-remote-education-practi ce-for-schools-during-coronavirus-covid-19</a>
Supply and temporary staff	staff, pupils	risk of covid infection.	Few supply staff have been working in school.	2 - Low	4 - High	MEDIUM	Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. The school will use regular supply staff only. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including lateral flow tests, where possible.	1 - Very low	4 - High	LOW	LD	Sep-21	Green	Amended Aug 21	
ITT trainees	NA						N/a								
Annual leave	staff and pupils	risk of covid infection.	No staff have made HT aware they will need to isolate after their summer holiday.	1 - Very low	3 - Medium	LOW	Staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK. Staff will be expected to return to work in September. The LGA, NAHT and ASCL have produced joint guidance on quarantine for school staff.	1 - Very low	1 - Very low	LOW	LD	Jul-20	Green	Share and make expectations clear with staff 15th July staff meeting	<a href="https://www.gov.uk/government/publicati ons/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk">https://www.gov.uk/government/publicati ons/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk</a> <a href="https://www.local.gov.uk/sites/default/file s/documents/Join%20the%20schools%20guidance%20current%20rules%20on%20quarantine%20and%20self%20isolation%20with%20re gards%20hospital%20admission%2019%20une.pdf">https://www.local.gov.uk/sites/default/file s/documents/Join%20the%20schools%20guidance%20current%20rules%20on%20quarantine%20and%20self%20isolation%20with%20re gards%20hospital%20admission%2019%20une.pdf</a>
Volunteers	volunteers, staff pupils	risk of covid infection	Volunteers allowed back in school.	3 - Medium	4 - High	MEDIUM	April 2021 - regular volunteers allowed back in school. They must stay with onyear group and have been provided with lateral flow tests.	1 - Very low	4 - High	LOW	LD	Jan-21	Green	To be under review once school moves lower down the tiers. Amended 3/1/21 Amended April 2021	

















