

Guidance template to support:

Coronavirus (COVID-19): Full Re-Opening Risk Assessment



Updated following government guidance issued Following BFC supplementary precautions from Public Health at Headteacher Briefing 15-Jun



Name of School/setting: BIRCH HILL PRIMARY SCHOOL

Assessment conducted by:	Job Title: SLT and Site Controller	Signature:	
Signed off by: Michael Dillon	Job Title: Headteacher	Signature: <i>Michael M</i>	Date: 2 nd July 2021

Likelihood of Occurrence	High (probable)	MEDIUM	HIGH	HIGH
	Medium (possible)	LOW	MEDIUM	HIGH
	Low (remote)	LOW	LOW	MEDIUM
Risk Assessment Matrix		Minor (causes physical or emotional discomfort)	Severe (causes physical injury, or illness requiring first aid)	Major (causes major physical injury, harm or ill-health)
		Likely Impact		

The Risk Assessment Matrix is used to assess risks before and after control measures are applied. The objective is to remove all HIGH risks and to reduce all other risks to an acceptable level.

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Situational Awareness	LOW	<ul style="list-style-type: none"> • Daily monitoring of advice and guidance on Covid https://www.gov.uk/coronavirus https://www.gov.uk/coronavirus/education-and-childcare • Daily review of general Covid situation in school with Senior Leaders • MD/SLT Regular liaison with LA/PHAB /Cluster <p>Summary of Government Guidance (May-21): All pupils should now be attending school.</p> <p>The guidance explains the actions school leaders should take to minimise the risk of transmission of coronavirus (COVID-19) in their school. This includes public health advice, endorsed by Public Health England (PHE).</p> <p>Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and plans that address the risks identified using the system of controls. These are adapted form of the system of protective measures that will be familiar from the summer term.</p>	Yes – emails to secretary @ circulated daily	<p>SLT</p> <p>Emails Forwarded to all staff</p> <p>Shared with staff at weekly briefing</p> <p>And noticeboards</p>	Daily/As guidance comes in	<u>Yes</u>

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		<p>Essential measures include:</p> <ul style="list-style-type: none"> • a requirement that people who are ill stay at home • robust hand and respiratory hygiene • enhanced cleaning and ventilation arrangements • The wearing of appropriate PPE where necessary • Promotion and engagement in asymptomatic testing • active engagement with NHS Test and Trace • formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable <p>How contacts are reduced will depend on the school's circumstances and will (as much as possible)include:</p> <ul style="list-style-type: none"> • grouping children together • avoiding contact between groups • arranging classrooms with forward facing desks • staff maintaining distance from pupils and other staff as much as possible • 				
<p>Prevention</p> <p>1. Minimise contact with</p>		<p><u>Actions For When An Individual Develops Covid-19 Symptoms Or Has A Positive Test</u></p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance#manage-confirmed-cases-of-coronavirus-covid-19-amongst-the-school-community</p>	<p>SLT TA/Admin n</p>	<p>Immediately</p>		

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individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school		<ul style="list-style-type: none"> ○ Pupils, staff and other adults must not come into the school if: <ul style="list-style-type: none"> ○ they have one or more COVID-19 symptoms ○ a member of their household (including someone in their support bubble or childcare bubble if they have one) has COVID-19 symptoms ○ they are legally required to quarantine, having recently visited countries outside the Common Travel Area ○ they have had a positive test ○ have been in close contact with someone who tests positive for COVID-19 ○ They must immediately cease to attend and not attend for at least 10 days from the day after: <ul style="list-style-type: none"> ○ the start of their symptoms ○ the test date if they did not have any symptoms but have had a positive LFD or PCR test (if an LFD test is taken first, and a PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the pupil can return to school) ○ The school will follow this process and ensure everyone onsite or visiting is aware ○ Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape the risk of harm. More information can be found on https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works 				

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		<ul style="list-style-type: none"> ○ If anyone in school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they will: <ul style="list-style-type: none"> ○ be sent them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days ○ advised to follow the guidance for households with possible or confirmed COVID-19 infection https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection ○ advised to arrange to have a PCR test as soon as possible to see if they have COVID-19 advised to follow the https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested ○ Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, and the next 10 full days whether this was a <ul style="list-style-type: none"> ○ Lateral Flow Device (LFD) https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection#tests-for-covid-19 ○ or Polymerase Chain Reaction (PCR) test https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection#tests-for-covid-19, 				

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		<p>It remains essential that anyone who gets a positive result from an LFD result self-isolates immediately, as must other members of their household, while they get a confirmatory PCR test.</p> <ul style="list-style-type: none"> ○ If a member of the household starts to display symptoms while self-isolating they will need to restart the 10-day isolation period and book a test. ○ If anyone tests positive whilst not experiencing symptoms, but develops symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms. ○ If a pupil displays COVID-19 symptoms, or has a positive test while at school <ul style="list-style-type: none"> ○ Parents/carers are contacted immediately ○ Pupils awaiting collection are isolated at least 2m away from others ○ There will be appropriate staff supervision while waiting ○ With a window open for ventilation ○ They use separate toilets which are cleaned and disinfected using standard cleaning products before being used by anyone else. ○ PPE will be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). ○ If supervision is required and 2 metre distance cannot be maintained, a fluid-resistant surgical face mask should be worn by the supervising adult ○ If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. ○ If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. 				

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		<ul style="list-style-type: none"> ○ Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) - GOV.UK (www.gov.uk) ○ PHE has advised that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying COVID-19. <p>When An Individual Has Had Close Contact With Someone With COVID-19 Symptoms</p> <ul style="list-style-type: none"> ○ Staff who have provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless: <ul style="list-style-type: none"> ○ the symptomatic person subsequently tests positive ○ they develop symptoms themselves (in which case, they should arrange to have a test) ○ the symptomatic person subsequently tests positive ○ they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated) ○ they have tested positive from an LFD or PCR test as part of a community or worker programme - if an LFD test is taken first, and a confirmatory PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the individual can return to school ○ Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. 				

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		<p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p> <ul style="list-style-type: none"> ○ The area around the person with symptoms will be cleaned after they have left to reduce the risk of passing the infection on to other people. COVID-19: cleaning in non-healthcare settings outside the home - GOV.UK (www.gov.uk) ○ If staff or pupils are contacted by NHS Test and Trace or the local health protection team and told to self-isolate because they have been a close contact of a positive case, they have a legal obligation to do so ○ Emergency Services <ul style="list-style-type: none"> ○ call 999 if someone is seriously ill or injured or their life is at risk. ○ Anyone with coronavirus (COVID-19) symptoms should be advised not visit the GP, pharmacy, urgent care centre or a hospital but rather to call NHS 111 if they require medical help ○ 				
Prevention 2) Where recommended, the use of face coverings in schools.	<u>Low</u>	<p>Use of Face Coverings in School Safe working in education, childcare and children's social care - GOV.UK (www.gov.uk)</p> <p>Face coverings in education - GOV.UK (www.gov.uk)</p> <ul style="list-style-type: none"> ○ It is no longer necessary to recommend the additional precautionary face covering measures put in place from the 8 March ○ From 17 May, face coverings will no longer be recommended for pupils in classrooms or communal areas in all schools. Face coverings will also no longer be recommended for staff in classrooms. 	<p><u>Stock monitoring (SBM/Car etaker)</u></p> <p><u>All staff responsibility for helping</u></p>	<p><u>Stock – as and when needed</u></p>		

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3.. Clean hands thoroughly more often than usual		<ul style="list-style-type: none"> ○ The school will continue to require staff and visitors to wear face coverings in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas). ○ Parents are asked to wear face coverings when entering the school site. ○ The reintroduction of face coverings for pupils, students or staff may be required by Public Health for a temporary period in response to particular localised outbreaks, including variants of concern. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission. ○ Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles. <p>Exemptions</p> <ul style="list-style-type: none"> ○ The school will be sensitive to the needs of individuals who are exempt from wearing face coverings, including those who: <ul style="list-style-type: none"> ○ Those who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability ○ Those who rely on visual signals for communication, and those who provide support to them ○ To avoid harm or injury, or the risk of harm or injury, to the wearer or others – including if it would negatively impact on people’s ability to exercise or participate in a strenuous activity ○ Subject to a risk assessment, face visors or shields may be worn by those exempt from wearing a face covering. 	<u>children wash their hands</u>			

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		<p>Access to Face Coverings</p> <ul style="list-style-type: none"> ○ Adults are expected to provide their own face coverings due to their increasing use in wider society ○ However the school will maintain a contingency supply of face coverings for use as and when required ○ No one will be excluded from education on the grounds that they are not wearing a face covering ○ <p>Safe Wearing and Removal of Face Coverings</p> <ul style="list-style-type: none"> ○ The school has clearly communicated a prescribed process to staff for: <ul style="list-style-type: none"> ○ when face coverings are worn at school in certain circumstances ○ how to remove face coverings when arriving at school ○ cleaning of hands before and after touching face coverings ○ safe storage of them in individual, sealable plastic bags between use ○ face coverings to be carefully replaced if they become damp ○ not touching the front of face coverings during use or during removal ○ disposing of temporary face coverings into 'black bag' waste bins or ○ placing reusable face coverings in a plastic bag they can take home ○ washing of hands after handling face coverings ○ Sufficient soap and water or hand sanitiser is provided (SBM/Caretaker to monitor stock and order more when needed) ○ Hand washing stations have been designated/provided <ul style="list-style-type: none"> ○ Internal – classroom and staffrooms and toilets ○ External –installing wall mounted hand sanitiser units 				

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		<ul style="list-style-type: none"> ○ Pupils are instructed to wash their hands regularly, including <ul style="list-style-type: none"> ○ On arrival ○ On return from breaks ○ When they change rooms ○ Before and after eating ○ Frequency of hand washing is appropriate for the pupils and staff ○ Particular arrangements for SEN pupils are in place ○ Time is incorporated into lesson plans for hand washing ○ Hand sanitiser stations are located at student entry points, monitored by staff that can maintain social distancing. ○ ○ Use of sanitiser by young pupils is supervised to mitigate ingestion risk ○ Small children and pupils with complex needs are helped to clean their hands properly . ○ Skin friendly skin cleaning wipes available as an alternative ○ ○ Hand washing regime is built into the school protocols, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them <p>Minimise 'traffic' to the front office – have a table and 'drop-off' and collection boxes outside.</p> <p>All parents who are collecting and dropping children to stay outside.</p> <p>All visitors to ensure they wear face coverings and scan in on NHS Track and Trace app</p>				
Prevention		<p>https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2017/09/catch-bin-kill.pdf</p> <ul style="list-style-type: none"> ○ Sufficient supplies of tissues are available ○ Sufficient lidded bins are in place 	SBM/Car etaker	Immediately	Low	

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4. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach		<ul style="list-style-type: none"> ○ Double bagging and careful disposal of contents of waste bins ○ Pupils instructed, encouraged and supported to follow this routine ○ Small children and pupils with complex needs continue to be helped to follow this routine 				<u>Yes</u>
Prevention 5.. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach		<p>COVID-19: cleaning non-healthcare settings guidance.</p> <ul style="list-style-type: none"> ○ Cleaning staff available during the day to support communal areas (LM and SS) <ul style="list-style-type: none"> ○ LM/SS clean between 10:30 – 12:00 ○ More frequent cleaning of rooms / shared areas ○ Frequently touched surfaces being cleaned more often ○ Detailed attention to rooms occupied by the pupils and staff ○ Additional classroom cleaning at lunchtimes (by TAs) ○ Touch points including door handles & light switches ○ Additional toilet cleans e.g. at mid-morning and/or after lunch <ul style="list-style-type: none"> ○ During the day – same toilets ○ Lunch /Break – <ul style="list-style-type: none"> ▪ Minimise use (go to the toilet before going out) ▪ If needed, use year groups toilets ○ Separate cleaning cloths and equipment in each classroom ○ Review the regime regularly as numbers increase in schools ○ Sufficient supplies of cleaning materials are available ○ Cleanliness monitored daily to required standards ○ Bins for tissues are emptied throughout the day ○ Timetabling of spaces allows access for cleaning 	<p><u>SBM/Car etaker</u></p> <p><u>All staff responsible for cleaning.</u></p> <p><u>Class protocols to confirm arrangements</u></p>	<u>Immediately</u>	<u>Low</u>	<u>Yes</u>

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		<ul style="list-style-type: none"> ○ Different groups do not 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 				
<p>Prevention</p> <p>6.. Minimise contact between individuals and maintain social distancing wherever possible</p>	Medium	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>safe working in education, childcare and children's social care</p> <p>Primary</p> <ul style="list-style-type: none"> ○ Organisation <ul style="list-style-type: none"> ○ Primary- will be grouped into year groups 'bubbles', including playing outside at break/lunchtime and using toilets ○ Where possible, we aim to keep each bubble to a maximum of 15 children ○ At this time, children in EYFS will be kept together (Nursery and Reception). We will keep this under review and SLT will monitor demand for KW/V places and may decide to split the children back into 2 bubble separate bubbles <p>Staff</p> <ul style="list-style-type: none"> ○ All teachers and other staff can operate across different classes and year groups ○ School will always try to minimise the number of staff on site and encourage staff to leave the site as quickly as possible ○ When on site, we will try to minimise staff crossing different bubbles (some staff – SEND/Admin/Catering / Cleaning / SLT staff – will need to cross bubbles ○ Staff will observe social distancing, ideally 2m where possible, when moving around the school 	<p><u>Expectati</u> <u>on are</u> <u>currently</u> <u>communi</u> <u>cated.</u> <u>Need to</u> <u>be</u> <u>clarified</u> <u>again for</u> <u>Septemb</u> <u>er</u></p>			

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		<ul style="list-style-type: none"> ○ Supply teachers, peripatetic teachers and other temporary staff will minimise contact and maintain as much distance as possible from other staff. ○ No “informal” staff conversations will occur in corridors or other shared/communal spaces. ○ Any discussions that are necessary will be held in an appropriate designated rooms that can hold the relevant number of individuals with appropriate social distancing. ○ ○ Start/Finish times <ul style="list-style-type: none"> ○ Gate open at 8:30 & 3:15 (for approx. 30mins) ○ Parents encouraged to use who stagger time ○ Social Distancing Regime <ul style="list-style-type: none"> ○ Is communicated to staff, parents, pupils and visitors ○ Pupils will be repeatedly reminded to observe social distancing ○ Social distancing is monitored and enforced by all staff ○ Classrooms and Teaching Spaces <ul style="list-style-type: none"> ○ Staff and pupils will maintain ideally 2m distance from each other where possible ○ When working in close proximity to younger children staff will avoid close face to face contact an minimise time spent within 1m ○ Pupils sit side by side facing forwards (not face to face) – apart from EYFS and Y1 ○ Unnecessary furniture has been removed to make more space ○ Where required, adaptations to classrooms for social distancing have been made ○ Pupils are required and supported to maintain distance and not touch staff or their peers where possible. ○ Staff will not congregate together in classrooms. 				

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		<ul style="list-style-type: none"> ○ ○ Remind staff to keep Social Distance rules ○ Signs to be used to remind parents of rules ○ Shared Spaces <ul style="list-style-type: none"> ○ Collective assemblies will not take place with more than one Group ○ <ul style="list-style-type: none"> ○ Timetabled use of shared spaces, such as corridors, playgrounds, entrances and exits, dining halls, and toilets, and specialist areas ○ Delayed start/finish and break times in place for shared areas ○ All lunches in classrooms <ul style="list-style-type: none"> ▪ Reduced lunch menu ○ Arrangements for the use of toilets are in place <ul style="list-style-type: none"> ▪ Everyone to use current toilets ○ Arrangements for assemblies are in place <ul style="list-style-type: none"> ▪ No whole school assemblies in the hall <ul style="list-style-type: none"> • All school assemblies via ZOOM/TEAMS ○ No “informal” staff conversations will occur in corridors or other shared/communal spaces. ○ Any discussions that are necessary will be held in an appropriate designated rooms that can hold the relevant number of individuals with appropriate social distancing. ○ Arrangements for provision of specialist teaching and therapies are in place ○ ○ Staff Areas 				

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		<ul style="list-style-type: none"> ○ Arrangements and signage are in place for how staff access and use of staff rooms and facilities, including how staff access tea/coffee making areas to minimise congregation and maintain social distancing <ul style="list-style-type: none"> ▪ Continue to use extra staff room (Modular) and toilets. These are 'allocated' to KS, - and have a max capacity (8 adults). ▪ Remind staff to keep Social Distance rules ○ Staff will maintain ideally 2m distance from each other where possible ○ Unnecessary furniture has been removed to make more space ○ Where required, adaptations to staff rooms for social distancing have been made ○ Staff will not congregate together in staff rooms <ul style="list-style-type: none"> ▪ ○ Circulation <ul style="list-style-type: none"> ○ Circulations routes in place and signed to minimise contact <ul style="list-style-type: none"> ▪ Continue with one-way system for children, staff ▪ Continue with one-way system for parents ▪ Remind staff to keep to one-way system ○ Site safe entry/exit routes in place and signed <ul style="list-style-type: none"> • Bottom playground open and adults allocated Zones • One-way system set up • Train tracks and use painted points to show 1m distance ○ Building safe entry/exit routes in place and signed <ul style="list-style-type: none"> ▪ One-way system in place ▪ 'open' stagger drop off/collection ▪ Rotas for breaks /lunchtime to be established ○ Safe parking rules in place for staff and visitors 				

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		<ul style="list-style-type: none"> ▪ Welcome area at bottom playground ▪ Part of the public Carpark closed at 8:25 and 3:15 ▪ Staff in hi-vis jackets and walk-talkie marshal back gate, carpark, bottom playground (and playground at the end of the day to manage flow) ▪ Staff rota in place ▪ Member of staff on end cone in bottom playground to check for children leaving the site unaccompanied.(8.30-8.45) <ul style="list-style-type: none"> ○ Timetabling avoids contact between groups moving around the site ○ External <ul style="list-style-type: none"> ○ Arrangements are in place for drop off and pick up times ○ Communicate to parents to remind them not to arrive early and gather at the school gates ○ Enhanced supervision of children including during playtimes <ul style="list-style-type: none"> ▪ Share rota and TAs allocated ▪ Share draft break and lunch rota ○ Staff and pupils remain at a safe distance at lunchtime or during breaks ○ Outdoor playground equipment is not used unless it has been cleaned. <ul style="list-style-type: none"> ▪ Continue with arrangements and play equipment / can be used across the year group ○ Ice conditions <ul style="list-style-type: none"> ○ Purchasing new grit bin for lower playground and 2 spreaders and plan to grit in icy weather with SS and AW ○ Parents And Visitors 				

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		<ul style="list-style-type: none"> ○ Coming onto the site without an appointment is not allowed ○ Parents are aware of process in place for drop-off and pick-up ○ Encourage meetings via phone call or ZOOM/TEAMS ○ Parents to come to the office – need to wear a face mask & to have temperature check and use NHS Track & Trace App ○ If meetings on site with parents/visitors - to take place at a safe distance ○ Site guidance is given to visitors including contractors <ul style="list-style-type: none"> ▪ Produce site guidance ○ Site visits optimised for outside of school hours ○ Records kept of all visitors for track and trace ○ Special Needs and Young Children <ul style="list-style-type: none"> ○ Pupils are supported to maintain distance where possible ○ Specialist support staff for pupils with SEND is provided <ul style="list-style-type: none"> ▪ Specialist will continue to work with SEND children ▪ EP, Social Worker, ▪ In school – nurture and play therapists ○ Equipment & Resources <ul style="list-style-type: none"> ○ Staff and pupils have their own pens and pencils which are not shared ○ Shared resources within the group e.g. books are cleaned regularly ○ Resources shared by different groups e.g. science & sport equipment are cleaned frequently and meticulously after use or rotated for a period of 48 hours (72 hours for plastics) between use by different groups ○ Physiotherapy and sensory equipment is cleaned frequently and meticulously after use or rotated for a period of 48 hours (72 hours for plastics) between use by different individuals 				

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		<ul style="list-style-type: none"> ○ ○ Outdoor play equipment is in use but is cleaned frequently ○ Parents and pupils instructed to limit the amount of equipment they bring to school each day to essentials only ○ Pupils & teachers can take shared books home but un-necessary sharing is avoided ○ 				
Prevention 7.. Where necessary, wear appropriate personal protective equipment (PPE)		<p>safe working in education, childcare and children's social care</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#effective-infection-protection-and-control</p> <ul style="list-style-type: none"> • Face coverings are not classified as PPE https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control/covid-19-personal-protective-equipment-ppe • • PPE beyond what is normally needed for work is only needed in a very small number of cases, including: <ul style="list-style-type: none"> ○ where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at school, and only then if a distance of 2 metres cannot be maintained ○ performing aerosol generating procedures (AGPs) ○ where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used • Sufficient suitable PPE is available in school <ul style="list-style-type: none"> ○ School currently has mask, visor, gloves, aprons ○ SBM to monitor and re-stock when needed 	SBM	INSET day Wed 3rd Sept		

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8. Always keep occupied spaces well ventilated		<ul style="list-style-type: none"> Staff are trained in the use & disposal of PPE if this becomes necessary <ul style="list-style-type: none"> Training delivered on 3rd June and will be discussed again on INSET 2nd September and again in INSET 2nd Nov for any staff (EYFS) <p>Natural Ventilation</p> <ul style="list-style-type: none"> Some windows are opened just enough to provide constant background ventilation Windows are opened more fully during breaks to purge the air in the space Internal doors (but not fire doors) may also be left open to create a throughput of air External doors may also be used – weather and temperature permitting <p>Heating</p> <ul style="list-style-type: none"> Will be used as necessary to ensure comfort levels are maintained, particularly in occupied spaces. <p>Parents/pupils will be encouraged to bring suitable warm clothes to school if necessary</p>				
9.. Engage with the NHS Test and Trace process		<p>https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</p> <ul style="list-style-type: none"> The school will engage with the NHS Test and Trace process All adult family members are encouraged to test using LFD tests twice weekly. Individuals with a positive test will need to self-isolate along with their household bubble and arrange a confirmatory PCR test. <p>Staff</p> <ul style="list-style-type: none"> Testing for staff is voluntary, however all staff are encouraged to participate 	<u>On-going</u>	<u>SBM/Car etaker</u>		

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		<ul style="list-style-type: none"> • The school will offer LFD (lateral flow device) testing to all teaching and non-teaching staff members, including: <ul style="list-style-type: none"> ○ trainee teachers on placement in school ○ supply workforce ○ contractors ○ peripatetic staff ○ clinical practitioners ○ therapists ○ other support staff ○ caterers ○ volunteers ○ those supporting with wraparound childcare to children attending school • • Staff will be provided with home kits for twice weekly home testing • Staff with a positive test will need to self isolate and arrange a confirmatory PCR test • Staff will report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. • Staff should also share their result, whether void, positive or negative, with the school to help with contact tracing. <p>Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection - GOV.UK (www.gov.uk)</p> <p>Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</p>				

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		<p>Staff or Pupils with Symptoms or a Positive Test Result</p> <ul style="list-style-type: none"> • Those with a positive LFD test result will need to self-isolate in line with the guidance for households with possible or confirmed coronavirus (COVID-19) infection. • They will also need to arrange a polymerase chain reaction (PCR) test within 2 days to confirm the result. • If the PCR test is negative, provided it was taken within two days of the positive LFT, it overrides the lateral flow test and pupils and staff can return to school or college, and close contacts and other household members can stop self-isolating • Those with a negative LFD test result can continue to attend school or nursery and in line with the routine system of controls already in place in educational settings. • The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to guidance for households with possible or confirmed coronavirus (COVID-19) infection. • Staff and parents/carers are advised that they will need to be ready and willing to: <ul style="list-style-type: none"> ○ book a PCR test if they or their child are displaying symptoms 				

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		<p>https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/</p> <ul style="list-style-type: none"> ○ not come into the school if they have symptoms ○ if they develop symptoms at school they will be sent home to self-isolate <ul style="list-style-type: none"> ▪ provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus ▪ or if asked by NHS Test and Trace ○ self-isolate if they have been in close contact with someone who tests positive for coronavirus, or if anyone in their household develops symptoms of coronavirus <p>Test Kits</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers</p> <ul style="list-style-type: none"> • The school has in place a limited supply of home test kits to be used in the exceptional circumstance that an individual (staff or pupil) becomes symptomatic and there may be barriers to them accessing testing elsewhere. • Test kits will be given directly to eligible staff or parents/carers collecting a pupil who has developed symptoms at school • It is understood however that having a test at a testing site will deliver the fastest results. <p>Coronavirus (COVID-19): test kits for schools and FE providers - GOV.UK (www.gov.uk)</p>				

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		<p>Revised Guidance from Bracknell Forest Public Health Jun-21</p> <ul style="list-style-type: none"> • As a precaution, PHE are recommending that close contacts of PCR positive confirmed cases are offered a PCR test through NHS test and trace to improve case finding and reduce the risk of further transmission. • This is in line with measures in other settings and is recommended but optional. • This testing will not shorten the isolation period of the contact • If a close contact tests negative, they still need to complete their ten-day isolation period. • If they test positive this would extend their isolation period for ten days, from date of a positive case and their household would also then need to isolate • PHE have updated their template letters to include this testing information for close contacts of PCR positive cases and there are now 3 template letters: <ul style="list-style-type: none"> • General letter for all parents following receipt of a positive result • Direct contacts letter following an LFD positive test result • Direct contacts letter following a positive PCR test result • PHE have also produced a flow chart to help with this 				

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		<ul style="list-style-type: none"> • Anyone who has had an LFD positive result should get a PCR test as soon as possible • PH advice to everyone remains the same; the best way to stop the spread of the virus is to remember ‘hands, face, space and fresh air’, continue with regular LFD testing for those aged 11 and above and follow the restrictions in place <p>Surge Testing from 16-Jun including in Post Code GU47 0</p> <ul style="list-style-type: none"> • Is being undertaken in the wider as a response to the rise of the Delta variant • Involves testing as many people aged over 11 years including those already vaccinated, those already doing LFT tests, and those who do not have symptoms who live, work or study in GU47 0 with the objective of identifying cases and stopping further spread • Exceptions: <ul style="list-style-type: none"> ○ If you have had a positive PCR test in the past 90 days ○ If you have symptoms (call 119 and book a PCR test) • At all secondary schools and colleges across the whole borough, including staff and students from Year 7 upwards. (delete if not applicable) • At all primary schools across the whole borough – staff only. (delete if not applicable) 				

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		<ul style="list-style-type: none"> • At Binfield CE Primary – all staff and students. (delete if not applicable) • Mobile Testing sites at 5 community locations https://www.bracknell-forest.gov.uk/coronavirus-information-and-support/surge-testing-covid-19-variant <ul style="list-style-type: none"> ○ Pyres Acre car park, Yorktown Road, Sandhurst, GU47 9AH ○ Sandhurst Memorial Hall, 161 Yorktown Road, Sandhurst, GU47 9BN (tbc) ○ Owlsmoor Community Centre, Yeovil Road, Owlsmoor, Sandhurst, GU47 0TF ○ Morgan Recreation Ground car park, Wellington Road, Crowthorne, RG45 7LD ○ Bracknell Leisure Centre – 2pm to 8pm only (morning still bookable symptomatic testing) (tbc) • Tests will be delivered directly to schools • For those who are self-isolating tests will be delivered to them within GU47 0 area • Tests to be returned to school and not put in the post • The school will complete a data return sheet – total number of tests returned, broken down by year group and role e.g. staff or student - excluding identifiable information, e.g. names 				

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		<ul style="list-style-type: none"> • Completed kits must be boxed into “clean pack” boxes and marked up as such, ready for collection • Kits will be collected by a BFC driver the day after distribution to the school and taken to the Local Testing Site • Couriers will collect all completed tests from the Local Testing Site each day at 8pm and take directly to the labs for sequencing • If someone tests positive, they must self-isolate immediately and pass on details of their contacts to NHS Test and Trace so they can be alerted to self-isolate and break the chain of transmission • <p>Test Results</p> <ul style="list-style-type: none"> • Parents and staff have been asked to inform the school immediately of the results of a test and follow this guidance: • In the event of a negative test result for coronavirus <ul style="list-style-type: none"> ○ They need should stay at home until they are recovered as usual from their illness but can safely return thereafter. ○ The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact. 				

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		<ul style="list-style-type: none"> • In the event of a positive test result for coronavirus <ul style="list-style-type: none"> ○ They should follow the guidance: https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance ○ They must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. T ○ The 10-day period starts from the day when they first became ill. ○ If after that date they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. ○ Other members of their household should all self-isolate for the full 14 days. <p>NHS COVID-19 app</p> <ul style="list-style-type: none"> • The school is displaying the app and its QR code in the main entrance for use by visitors , staff and pupils authorised to carry mobile phones • The school uses booking in details where visitors may not have downloaded the app <p>Rapid testing on school staff in Primary schools</p> <ul style="list-style-type: none"> • The school will follow the mass asymptomatic testing: primary schools guidance 				

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<p>Response to any infection</p> <p>10. Manage confirmed cases of coronavirus (COVID-19) amongst the school and college community</p>		<p>https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/</p> <ul style="list-style-type: none"> • School will report anyone tested positive to the DfE, Health Protection team • . • The Health Protection Team will: <ul style="list-style-type: none"> ○ Carry out a rapid risk assessment ○ Confirm who has been in close contact with an infected individual, including: <ul style="list-style-type: none"> ▪ Face to face contact including being coughed on < 1m ▪ Being within 1 metre for 1 minute or longer without face-to-face contact ▪ Sexual contact ▪ Proximity contact within 1-2m for more than 15minutes (either as a one-off contact, or added up together over one day) ▪ Travelling in a small vehicle or car or plane ○ ○ Ensure they are asked to self-isolate ○ Guide the school through the actions they need to take • People who have been in close contact with the person who has tested positive, will be sent home, and advised to self-isolate for 10 days since they were last in close contact with that person when they were infectious. • Health Protection will provide definitive advice on who must be sent home. • The school will keep a proportionate records of pupils and staff in each group, and any close contact that takes places between groups (Teachers to keep an updated class seating plan) • The school will keep in contact with and provide pastoral and education support for individuals who are self-isolating who meet the Public Health definition of vulnerable 	<u>On-going</u>	<u>SBM</u>		

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		<ul style="list-style-type: none"> • • Names of individuals with coronavirus will be kept confidential however may be shared appropriately with the Local Authority • • Parents/carers and staff are asked to inform school immediately • School has set up covidtest@birchhillprimaryschool.co.uk for parents to record test results <ul style="list-style-type: none"> ○ Negative tests: if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating ○ Positive tests : they should follow the https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance • School written crib sheet for parents of what to do if sent home (testing and isolating info, informing school and access to Remote Learning) • School prepared template letters for positive result (Yellow sheet) • The school will use reasonable judgement in determining whether a pupil can attend • If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection • They should get a test, and: 				

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		<ul style="list-style-type: none"> ○ if the test delivers a negative result, they should remain in isolation for the remainder of the 10-day isolation period - this is because they could still develop COVID-19 within the remaining days ○ if the test result is positive, they should inform their school immediately, and must isolate from the day of onset of their symptoms and at least the following 10 full days - their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection <p>Test and Trace Support Payments</p> <ul style="list-style-type: none"> • Where staff are self-isolating, but are on a low income and unable to work from home the school will assist them if they wish to claim under the national Test and Trace Support Payment scheme by providing the relevant information to support their claim. • Where parents/carers are on a low income and unable to work from home but have to take time off work to care for a child who is self-isolating the school will provide the relevant information to support their claim 				

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<p>Response to any infection</p> <p>11. Contain any outbreak by following local health protection team advice</p>		<p>Reporting and Advice</p> <ul style="list-style-type: none"> • DfE has published a Contingency Framework for how settings can prepare for restrictions to help contain community transmission of coronavirus (COVID-19). • This guidance has been updated to reference enhanced response areas and information on the principles of managing local outbreaks including the types of measures that settings should be prepared for, who can recommend the measures, when measures should be lifted and how decisions are made. It covers: <ul style="list-style-type: none"> ○ the types of measures that settings should be prepared for ○ who can recommend these measures and where ○ when measures should be lifted ○ how decisions are made <p>COVID-19 Contingency Framework - Education and Childcare (publishing.service.gov.uk)</p> <ul style="list-style-type: none"> • In the event of positive confirmed cases the school will notify the Council using their online tracking and monitoring system called 'Crest' to replace the previous word notification document. The system is accessed using the following link:- <p>URL: Info-Tracker - Log in (info-exchange.com)</p>	<p><u>SLT/SBM</u></p>	<p><u>Immediately</u></p>		

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		<ul style="list-style-type: none"> • The school will update the system as soon as possible for all Positive cases, but forms are no longer required for symptomatic staff or students. • Notifications of any positive LFD and/or PCR results are required for all staff and students, however the system allows you to update an existing LFD test result with the confirmatory PCR test opposed to creating a new record where applicable • Requests for user guides, system queries, new user accounts, passwords or bulk close contact uploads can be emailed to testing.covid@bracknell-forest.gov.uk • Advice and guidance is also available from: <ul style="list-style-type: none"> ○ The Public Health England dedicated advice service, which can be reached through the DfE helpline on 0800 046 8687 ○ Bracknell Forest Health Protection Team <ul style="list-style-type: none"> ▪ If assistance is requested the Health Protection Team will: ▪ Carry out a rapid risk assessment ▪ Confirm who has been in close contact with an infected individual, including: <ul style="list-style-type: none"> ➤ Those living in the same household ➤ Whether there has been contact with someone who tested positive ➤ Face to face contact including being coughed on < 1m ➤ Being < 1 metre for > 1 minute without face-to-face contact 				

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		<ul style="list-style-type: none"> ➤ Proximity contact within 1-2m for more than 15 minutes (either as a one-off contact, or added up together over one day) ➤ Travelling in the same vehicle or a plane <ul style="list-style-type: none"> ▪ Ensure they are asked to self-isolate ▪ Guide the school through the actions they need to take, including provide definitive advice on who must be sent home. • The school will keep a proportionate record of pupils and staff in each group, and any close contact that takes places between groups • • • • • • An outbreak may have occurred if there are two confirmed cases of coronavirus in the school within 14 days or where there is an overall rise in sickness absence where coronavirus is suspected • In the event of an outbreak the school will follow the advice given in 11. above who will be able to advise if additional action is required. • In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. • Testing will first focus on the person’s class, followed by their year group, then the whole setting if necessary, in line with routine publish health outbreak control practice. 				

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School Operations Transport		<ul style="list-style-type: none"> • Families using public transport should refer to the safer travel guidance for passengers https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers • Pupils on public transport advised to keep social distance of 2 metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible • For coaches and minibuses the school will consider: <ul style="list-style-type: none"> ○ how pupils are grouped together on transport, i.e. in bubbles ○ use of hand sanitiser upon boarding and/or disembarking ○ additional cleaning of vehicles ○ organised queuing and boarding where possible ○ distancing within vehicles wherever possible ○ the use of face coverings for children over the age of 11, where appropriate • only 1 child currently coming to school via a taxi. Staff system in place and will liaise with School Transport and residential home 				
School Operations Attendance		<ul style="list-style-type: none"> • The usual rules on school attendance apply, including: <ul style="list-style-type: none"> ○ parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age) ○ the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct • The school will record attendance, follow up absence and report children missing education to the local authority. 				

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		<p>Self-Isolation And Shielding</p> <ul style="list-style-type: none"> • Pupils who are unable to attend in line with public health advice to self-isolate include those who: <ul style="list-style-type: none"> ○ have symptoms or have had a positive test result ○ live with someone who has symptoms or has tested positive and are a household contact ○ are a close contact of someone who has COVID-19 <p>The Vulnerable</p> <ul style="list-style-type: none"> • Since the 1 April, those who are clinically extremely vulnerable (CEV) are no longer advised to shield. https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 • All CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend. • Pupils who live with someone who is CEV should continue to attend school as normal. • The school will not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to illness. https://www.gov.uk/government/publications/school-attendance 				

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		<ul style="list-style-type: none"> • If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, rather than a doctors' note. • Input from GPs will only be sought where there are complex health needs or persistent absence issues. • The school will offer pastoral support to pupils who are self-isolating or vulnerable • Where pupils are not able to attend school, as they are following clinical or public health advice related to COVID-19, the absence will not be penalised. • The school will put measures in place to keep in contact with pupils who are self-isolating are within the definition of vulnerable https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#vulnerable-children-and-young-people • When a vulnerable pupil is required to self-isolate, the school will <ul style="list-style-type: none"> ○ notify their social worker (if they have one) ○ agree with the social worker the best way to maintain contact and offer support • The school will ensure that vulnerable pupils are able to access remote education and supported to access it (as far as possible), and regular checks will be made to ensure that they are accessing remote education 				

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		<p>Pupils And Families Who Are Anxious About Attending School https://www.gov.uk/government/publications/school-attendance</p> <ul style="list-style-type: none"> • Where some pupils, parents/carers and households may be reluctant or anxious about attending, the school will discuss any concerns with them and provide reassurance about the measures in place to reduce any risks including the system of controls and testing. • The school will consider any other specific accommodations that can be put in place through discussion with parents/carers to ensure that the pupil can regularly attend and emphasise the benefits of regular attendance. • Parents/carers will be reminded that pupils of compulsory school age must be in school unless a statutory reason applies. <p>Pupils Abroad Who Are Unable To Return</p> <ul style="list-style-type: none"> • The school will work with the LA to engage with families who are abroad to understand the child’s circumstances and their plans to return. • Families will be encouraged to return where they are able to, emphasising the benefits of regular school attendance and reminded that school attendance is mandatory. 				

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		<ul style="list-style-type: none"> • Where possible the school will provide remote education for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad. • All pupils travelling to England must adhere to government travel advice and parents should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return. • Those arriving from a 'red list' country, or have transited through one in the past 10 days, must quarantine in a government approved facility with a parent or legal guardian rather than at home. <p>Encouraging Regular School Attendance</p> <ul style="list-style-type: none"> • The school will continue to communicate clearly and consistently the expectations around school attendance to families and any other professionals who work with the family where appropriate. • The school will also identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them, with particular emphasis on: <ul style="list-style-type: none"> ○ disadvantaged and vulnerable children and young people ○ pupils who were persistently absent prior to the pandemic ○ pupils who have not engaged with school regularly during the pandemic 				

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		<ul style="list-style-type: none"> The school will use catch-up funding to support families who will need additional help to secure pupils' regular attendance, as well as existing pastoral and support services, attendance staff and pupil premium funding. The school will also work closely with other professionals across the education and health systems, where appropriate, to support school attendance. This includes notifying the pupil's social worker, if they have one, of non-attendance. 				
School Operations Workforce		<ul style="list-style-type: none"> Staff not attending school will work from home where possible. <p>All Staff</p> <ul style="list-style-type: none"> Have been informed of and are required to follow the guidance set out in this risk assessment including: <ul style="list-style-type: none"> taking particular care to observe good hand and respiratory hygiene minimising contact and maintaining social distancing - ideally 2 metres wearing appropriate face covering as required where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. continuing to take care to socially distance from other adults including older children and adolescents. Undertaking regular asymptomatic testing 	<u>SBM</u>	<u>Consult with teachers before end of term</u> <u>RA ready for 3rd Sept</u>		

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Area for concern	Prior Risk Rating H/M/L	Risk Control Measures	By who?	By when?	Post Risk Rating H/M/L	In place? Yes/No
		<p>Staff who are clinically extremely vulnerable</p> <ul style="list-style-type: none"> From 1 April these staff are no longer advised to shield. Staff who are identified as clinically extremely vulnerable have been advised to follow the published guidance. https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 The school will discuss with clinically extremely vulnerable staff how they will be supported, including to work from home <p>Staff who are Clinically Vulnerable</p> <ul style="list-style-type: none"> Can continue to attend school While in school they have been advised to follow the measures in this document to minimise the risks of transmission, including: <ul style="list-style-type: none"> observing good hand and respiratory hygiene, minimising contact and maintaining social distancing where distancing is not possible to avoid close face to face contact and minimising time spent within 1 metre of others. Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home 	<p><u>HT spoke to teachers and</u></p>			

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		<ul style="list-style-type: none"> • • Staff who are Pregnant: • Pregnant women are considered Clinically Vulnerable and are advised to follow the specific government guidance https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees • In some cases, pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply. • Female staff of childbearing age, who are pregnant or who are breastfeeding have been referred to the government vaccination guidance https://www.gov.uk/government/publications/covid-19-vaccination-women-of-childbearing-age-currently-pregnant-planning-a-pregnancy-or-breastfeeding/covid-19-vaccination-a-guide-for-women-of-childbearing-age-pregnant-planning-a-pregnancy-or-breastfeeding • The school's workplace risk assessment includes risks to female employees of childbearing age and, in particular, risks to new and expectant mothers <p>An Individual risk assessment will be carried out for pregnant staff and this will be updated regularly, including at 28 weeks</p>	<p><u>confined classes</u></p> <p><u>SENCO spoke to TAs 13th July</u></p>			

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		<ul style="list-style-type: none"> Adapting duties and/or facilitating home working will be considered to mitigate risks <p>Staff who may Otherwise be at Increased Risk:</p> <ul style="list-style-type: none"> Staff who feel they may be at increased risk but who have not been identified as clinically extremely vulnerable can attend school as long as the system of controls set out in this risk assessment are in place. <p>Staff who live with those who may have comparatively increased risk from COVID-19 can attend the workplace where it is not possible to work from home</p> <p>Individual risk assessment carried out for these employees.</p> <p>Health & Safety & Equalities</p> <ul style="list-style-type: none"> Health & Safety and equality risks will continue to be assessed First Aiders in school will follow the HSE guidance on first aid during coronavirus at https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm <p>Supporting Staff</p> <p>https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</p>	<u>HD</u>	<u>Completed by end of term</u>		

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Area for concern	Prior Risk Rating H/M/L	Risk Control Measures	By who?	By when?	Post Risk Rating H/M/L	In place? Yes/No
		<p>Education Support - the mental health and wellbeing charity for education staff</p> <ul style="list-style-type: none"> • Mental health and bereavement support for teachers - Our Frontline (mentalhealthatwork.org.uk) • Staff will be supported by governors and senior leaders having regard work life balance and wellbeing <ul style="list-style-type: none"> ○ Staff will be given information that explains the measures that are in place and that staff are involved in the process <ul style="list-style-type: none"> ▪ Regular staff meeting /KS meeting ▪ HR advice and support ○ The school will continue to provide mechanisms to support staff wellbeing, including where staff may be anxious about returning guidance on extra mental health support available for pupils and teachers. ○ The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing. <p>Staff Deployment</p> <p>https://www.gov.uk/guidance/school-workload-reduction-toolkit</p> <p>https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19</p> <ul style="list-style-type: none"> • Managers will discuss and agree any changes to staff roles: 	<p>SBM</p>			

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Area for concern	Prior Risk Rating H/M/L	Risk Control Measures	By who?	By when?	Post Risk Rating H/M/L	In place? Yes/No
		<p>Supply Staff And Other Temporary Or Peripatetic Staff</p> <ul style="list-style-type: none"> • Supply teachers and staff can continue to be used, and they can move freely between schools, including also: <ul style="list-style-type: none"> ○ support staff working on a supply basis ○ peripatetic staff such as music tutors and sports coaches ○ those working in before and after school clubs • Such staff and visitors must follow the school’s arrangements for managing and minimising risk based on the system of controls set out in this risk assessment • They are given access to information on the safety arrangements as soon as possible after the booking • Mixing of volunteers across groups is kept to a minimum • Supply staff, and all temporary staff are included in school communications, policies and processes for asymptomatic testing including provision of test kits where feasible <p>Other Support Including Specialist Staff</p> <ul style="list-style-type: none"> • Specialists, therapists, clinicians and other support staff for pupils with special educational needs and disability (SEND) can attend school to provide interventions as usual where this is reasonably necessary, including where this requires them to move between settings. 				

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		<ul style="list-style-type: none"> • Volunteers may be used to support the work of the school, as would usually be the case and they are properly supported and given appropriate roles. • Where they are used, volunteers are checked and risk assessed in accordance with the process in the volunteer section of https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 • Volunteers who have not been checked are not left unsupervised or allowed to work in regulated activity. • Mixing of volunteers across groups is kept to a minimum, and they are required to adhere to the system of controls in place. • • Deploying support staff and accommodating visiting specialists https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants • Recruitment <ul style="list-style-type: none"> ○ will continue as usual, operating remotely if appropriate ○ Interviewing can be done remotely(or in person if social distance rules can be followed) • Where face-to-face meetings are necessary, the school's control measures will be shared in advance made clear to candidates who must follow them <ul style="list-style-type: none"> ○ 				

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Area for concern	Prior Risk Rating H/M/L	Risk Control Measures	By who?	By when?	Post Risk Rating H/M/L	In place? Yes/No
		<p>https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/</p> <p>https://teaching.blog.gov.uk/2020/06/12/attending-your-first-remote-interview/</p> <ul style="list-style-type: none"> ○ Legal requirements for pre-appointment checks will continue to be met <p>https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p> <p>https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers</p> <ul style="list-style-type: none"> ○ Early career materials have been made available by DfE <p>https://www.gov.uk/government/collections/early-career-framework-reforms</p> <ul style="list-style-type: none"> • Teacher trainees may be employed if this is appropriate <p>Performance Management</p> <ul style="list-style-type: none"> • Appraisals and performance management will continue to be undertaken in accordance with staff contracts of employment • Staff will not be penalised in the appraisal process or in respect of pay progression as a result of restrictions to pupil attendance at school. <p>Staff taking leave involving foreign travel</p> <ul style="list-style-type: none"> • Staff must be available to work in school during term time 				

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		<ul style="list-style-type: none"> Line managers will discuss leave arrangements with individual staff to inform workforce planning taking into account their individual contractual arrangements <p>Staff taking leave involving foreign travel will follow the government guidance in respect of the country in question at the time of travel</p>				
<p>School Operations</p> <p>Safeguarding</p>		<ul style="list-style-type: none"> Child Protection Policy has been reviewed by Designated Safeguarding Lead (DSL) to reflect the whole school return. https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers DSL and deputies are provided with more time, especially in the first few weeks of term, to help them provide additional support to staff and children and the handling of referrals to children social care and other agencies where these are appropriate <ul style="list-style-type: none"> Also have FSA available DSL will work with outside agencies to look for signs of harms School nurses have been communicated with re their continued virtual support to pupils who have not been at school. 	<p><u>HT</u> <u>complete</u> <u>d</u></p>			

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Area for concern	Prior Risk Rating H/M/L	Risk Control Measures	By who?	By when?	Post Risk Rating H/M/L	In place? Yes/No
School Operations Catering		<ul style="list-style-type: none"> The school kitchen will be fully open Kitchen will comply with the guidance for food businesses on coronavirus (COVID-19). Contact between catering staff, lunchtime supervisors and pupils is minimised The school will continue to provide free school meal support for pupils who are eligible 	<u>SBM/Cook</u>			
School Operations Estate (Premises)		<p>https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</p> <ul style="list-style-type: none"> Teaching will be delivered on the existing school site/s All rooms, including staff offices and staff rooms have a maximum capacity set and this is displayed on all entry doors. Chairs and other furniture have been re-arranged to reflect social distancing and capacity Non-essential visitors' chairs have been removed from offices and other spaces Physical restrictions have been put in place for use of furniture in communal spaces including staff rooms and halls Where appropriate classroom floors will be physically marked with social distancing for the teacher areas Need for any minor alterations has been reviewed Usual pre-term building checks are undertaken Water hygiene regime is in place https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm Good ventilation is provided (for example, by opening windows). https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm 	<u>SBM/Caretaker</u>	<u>Now</u>		

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Area for concern	Prior Risk Rating H/M/L	Risk Control Measures	By who?	By when?	Post Risk Rating H/M/L	In place? Yes/No
<p>School Operations</p> <p>Offsite Visits</p>		<p>Educational Day Visits</p> <ul style="list-style-type: none"> The school has been able to resume educational day visits from 12 April All educational day visits are conducted in line with current relevant COVID-secure guidelines and regulations including systems of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. Full and thorough risk assessments are undertaken prior to school visits to ensure they can be undertaken safely <p>Domestic Residential Educational Visits</p> <ul style="list-style-type: none"> The school can undertake domestic residential education visits, from 17 May. Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time. Pupils will be kept within their consistent groups (bubbles) for the purpose of the visit. Risk assessments for residential educational visits will be undertaken in accordance with Annex C of Actions for schools during the coronavirus outbreak - GOV.UK (www.gov.uk) <p>Insurance</p>	<u>SLT</u>			

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		<ul style="list-style-type: none"> The school will secure appropriate travel insurance including cancellation-related cover ensure that adequate financial protection is in place 				
School Operations Transitional, Taster And Open Days		<ul style="list-style-type: none"> The school will complete thorough risk assessments before running transitional, taster and open days to ensure that they are run in line with your system of controls and align with the advice contained within this guidance and the roadmap out of lockdown. https://www.gov.uk/government/publications/covid-19-response-spring-2021/covid-19-response-spring-2021-summary#step-3---not-before-17-may 				
School Operations School Uniform		<ul style="list-style-type: none"> Pupils attending school are required to wear their school uniforms Because increased ventilation may make school buildings cooler than usual over the winter months parents have been advised to provide sufficient suitable clothing in addition to the school uniform 				
School Operations Extra-Curriculum Provision		<ul style="list-style-type: none"> Breakfast and after-school provision will be operating from 8th March From 17 May, wraparound and other extra-curricular activities for children are able to take place in groups of any number, however, it will remain important to continue to minimise mixing between children, where possible Control measures will include keeping children within their year groups or bubbles where possible. 				

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		<ul style="list-style-type: none"> Smaller groups will be considered when it is not possible to do this. When considering appropriate group sizes the school will take into account factors such as the recommended occupancy levels of the premises and levels of ventilation. Where parents are known to be using external childcare providers or out of school extra-curricular activities for their children they have been referred the link to the guidance for parents and carers https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak Where the school hires out our premises for use by external wraparound childcare providers, such as after-school or holiday clubs, they have been advised to consider the relevant government guidance for their sector put in place protective measures 				
Curriculum, Behaviour and Pastoral Support Early Years Foundation Stage to Key Stage 2		<ul style="list-style-type: none"> Early years foundation stage: coronavirus disapplications - GOV.UK (www.gov.uk) The school will focus on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, where this would support children following time out due to COVID-19. The school will prioritise the most important components for progression Consideration of how all subjects can contribute to the filling of gaps in core knowledge, e.g. through an emphasis on reading. 	<u>SLT/Teachers</u>	<u>Meeting now and arrangements in place ready for Sept</u>		

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		<ul style="list-style-type: none"> • For children in nursery, focus is on the prime areas of learning: <ul style="list-style-type: none"> ○ communication and language ○ personal, social and emotional development ○ physical development • For pupils in Reception, focus is on assessing and addressing <ul style="list-style-type: none"> ○ gaps in language ○ early reading ○ mathematics, ○ ensuring phonics knowledge ○ extending vocabulary. • Early years foundation stage (EYFS) disapplication guidance. https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications • For pupils in key stages 1 and 2 priorities are: <ul style="list-style-type: none"> ○ identifying gaps ○ re-establishing 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 to remain broad, so that the majority of pupils are taught a full range of subjects over the year 				

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Curriculum, Behaviour and Pastoral Support - Music dance and drama		<ul style="list-style-type: none"> Singing, wind and brass instrument playing can be undertaken in line with https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts <p>Minimising Contact Between Individuals</p> <ul style="list-style-type: none"> The school will do everything possible to minimise contacts and mixing to reduce the number of contacts between pupils and students, and staff. This will be achieved through keeping groups separate (in bubbles) and through maintaining the social distance between individuals The balance between both measures will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum. Staff will try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Reduction in group sizes may be employed to achieve social distancing during music, dance and drama lessons. Background or accompanying music will be kept at levels which do not encourage teachers or other performers to raise their voices unduly, including where appropriate using microphones <p>Performances</p>	<u>SLT/Teachers</u>	<u>Meeting now and arrangements in place ready for Sept</u>		

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		<ul style="list-style-type: none"> Face-to-face performances in front of a live audience will be undertaken in accordance with the current guidance <p>https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</p> <p>https://www.eventsindustryforum.co.uk/index.php/11-features/14-keeping-workers-and-audiences-safe-during-covid-19</p> <ul style="list-style-type: none"> <p>Where there is singing, the following guidance will be followed: COVID-19: suggested principles of safer singing - GOV.UK (www.gov.uk)</p> <p>Singing, And Playing Wind And Brass Instruments In Groups</p> <ul style="list-style-type: none"> Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained. <p>Peripatetic Teachers</p> <ul style="list-style-type: none"> The schools may engage peripatetic teachers during this period, including staff from music education hubs. https://www.artscouncil.org.uk/music-education/music-education-hubs 				

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		<p>Music Education Hubs Arts Council England</p> <ul style="list-style-type: none"> • May be engaged including from music education hubs • Peripatetic teachers are allowed to move between schools <p>Playing outdoors</p> <ul style="list-style-type: none"> • Playing instruments and singing in groups will take place outdoors wherever possible. <p>Playing indoors</p> <p>If playing indoors, numbers will be limited in relation to the available space, using rooms with as much space as possible to enable dilution of aerosol transmission</p> <ul style="list-style-type: none"> • Numbers may also be limited to account for ventilation of the space and the ability to social distance. <p>https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</p> <p>Social distancing</p> <ul style="list-style-type: none"> • In the smaller groups where these activities can take place the school will observe strict social distancing between each singer and player, and between singers and 				

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		<p>players, and any other people such as conductors, other musicians, or accompanists</p> <ul style="list-style-type: none"> • Current guidance is that if the activity is face-to-face and without mitigating actions, and that 2 metres is appropriate. <p>Seating positions</p> <ul style="list-style-type: none"> • Pupils will be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. • Wind and brass players will be positioned so that the air from their instrument does not blow into another player. <p>Microphones</p> <ul style="list-style-type: none"> • Microphones will be used where possible or encourage singing quietly. <p>Handling Equipment and Instruments</p> <ul style="list-style-type: none"> • Increased handwashing will be employed before and after handling equipment, especially if being used by more than one person. • Sharing of instruments and equipment will be avoided wherever possible. • Name labels will be placed on equipment to help identify the designated user, for example, percussionists' own sticks and mallets. 				

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		<ul style="list-style-type: none"> • If instruments and equipment have to be shared, they will be disinfected regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, <p>Factories, plants and warehouses - Working safely during coronavirus (COVID-19) - Guidance - GOV.UK (www.gov.uk)</p> <ul style="list-style-type: none"> • Instruments will be cleaned by the pupils playing them, where possible. • Handling of music scores, parts and scripts will be limited to the individual using them. • The number of suppliers hiring instruments and equipment will also be limited • The School will agree whose responsibility cleaning hired instruments is with the suppliers before they arrive on site • Hire equipment, instruments or tools will also be cleaned on arrival and before first use and before return. • Equipment and instruments will be stored in a clean location if they are delivered before they are needed • Pick up and drop off collection points will be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand. <p>Individual Lessons and Performance In Groups</p>				

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		<ul style="list-style-type: none"> • Individual lessons in music, dance and drama will continue • If this means teachers interacting with pupils from multiple groups, then particular care will be taken, in line with the measures set out above on peripatetic teachers. • In individual lessons for music, dance and drama, social distancing will be maintained wherever possible, and teachers will avoid providing physical correction. <p>Social Distancing</p> <ul style="list-style-type: none"> • Between pupil and teacher (current guidance is that if the activity is face-to-face and without mitigations, 2 metres is appropriate), accounting for ventilation of the space being used. • Pupil and teacher will be positioned side by side if possible. • 				
Curriculum, Behaviour and Pastoral Support Physical Activity		<p>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</p> <p>https://www.sportengland.org/how-we-can-help/coronavirus</p> <p>https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf</p> <p>https://www.youthsporttrust.org/coronavirus-support-schools</p>	<u>SLT/Teachers</u>	<u>Meeting now and arrangements in place ready for Sept</u>		

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		<ul style="list-style-type: none"> • PE and team sports will continue to be undertaken indoors and outdoors • Approved team sports which are on the government’s guidance list: • • Pupils are kept in consistent bubbles • Sports equipment cleaned after last ‘bubble /class use them • Outdoor sports are prioritised where possible • Indoor sports if undertaken will be carried out in large well-ventilated space • Maximising distancing between pupils • Paying scrupulous attention to cleaning and hygiene • External facilities can also be used in line with government guidance <ul style="list-style-type: none"> ○ Working with SSP/Matt Gamble and RA external coaches • Specific risk assessments will be applied to use of external coaches, clubs and organisations for curricular and extra-curricular activities • Physical activities will operate within wider school protective measures. • Competition between different schools will not take place until wider grassroots sport for under 18s is permitted. <p>https://www.sportengland.org/how-we-can-help/coronavirus</p> <p>https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf</p> <p>https://www.youthsporttrust.org/coronavirus-support-schools</p> <p>https://www.swimming.org/swimengland/pool-return-guidance-documents/</p>	<u>AS</u>			

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Area for concern	Prior Risk Rating H/M/L	Risk Control Measures	By who?	By when?	Post Risk Rating H/M/L	In place? Yes/No
		Coronavirus (COVID-19): grassroots sports guidance for the public and sport providers - GOV.UK (www.gov.uk)				
Curriculum, Behaviour and Pastoral Support Catch Up Support		https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/ https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium <ul style="list-style-type: none"> Individual pupil needs will be assessed in respect of catch up support required <ul style="list-style-type: none"> complex needs speech and language therapy travel training education psychologist time other small group and individual interventions Direct or indirect support will be provided The school will also consider participation in the National Tutoring Programme for 1-1 tuition https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/ 	<u>SLT/ SENCO to do RA for individual teachers</u>	<u>Now, ready for Sept</u>		
Curriculum, Behaviour and Pastoral Support Extending provision set out		<ul style="list-style-type: none"> Staff working with specific pupils who have not re-engaged Support to overcome barriers to attendance and behavior Support pupils with trauma anxiety including bereavement Staff able to identify social, emotional and mental health concerns School has access to ed psychs, social workers, and counsellors Specific support for pupils with SEND <p>Pupil wellbeing and support</p>	<u>SLT/ SENCO to do RA for individual teachers</u>	<u>Now, ready for Sept</u>		

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Area for concern	Prior Risk Rating H/M/L	Risk Control Measures	By who?	By when?	Post Risk Rating H/M/L	In place? Yes/No
in an Education, Health and Care Plan (EHCP)		<ul style="list-style-type: none"> • Staff and school leaders are aware pupils may be experiencing emotional issues, particularly vulnerable children, including those with complex needs. • Pupils requiring support will be identified • Senior Leaders will consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> ○ support the rebuilding of friendships and social engagement ○ address and equip pupils to respond to COVID issues linked ○ support pupils with approaches to improving their physical and mental wellbeing • More focused pastoral support will be provided where issues are identified that individual pupils may need help with • Consideration will be given to children in need and others including vulnerable pupils who may need additional help or support, e.g. with stress, fear, trauma and bereavement https://covid.minded.org.uk/ • Staff understand that every interaction matters MindEd Hub • The school nursing services will be engaged to support the health and well-being of their pupils, including over: <ul style="list-style-type: none"> ○ support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues ○ support for pupils with additional and complex health needs ○ supporting vulnerable children and keeping children safe • • It is not generally thought that pupils will need to repeat a year of educational provision because of coronavirus 				

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		<ul style="list-style-type: none"> It is not generally anticipated that young people will need to remain in education any longer than originally set out in their EHCP In exceptional cases it may however be appropriate to extend a pupil's educational provision or have their EHCP extended. In most cases this would consist of an individualised programme for a term or half term. In all circumstances, this would need to be decided by the LA, following a review of the pupil's needs and EHCP. Parents and young people can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if they disagree with decisions made by the LA re Health and Care (EHC) needs assessments and plans. 				
Curriculum, Behaviour and Pastoral Support Pupil Wellbeing and Support		<p>https://www.gov.uk/guidance/teaching-about-mental-wellbeing</p> <ul style="list-style-type: none"> Staff and school leaders aware pupils may be experiencing emotions <ul style="list-style-type: none"> Talked to staff and Recovery Curriculum / Nurture training (Friday 17th July) Particularly for vulnerable children, including those with complex needs. <ul style="list-style-type: none"> SENCo looking at SEND/vulnerable children list and doing RA where needed TAs provided Positive Lunchtime Playground training 2/11/20 Pupils requiring support will be identified Senior Leaders will consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> support the rebuilding of friendships and social engagement address and equip pupils to respond to COVID issues linked support pupils with approaches to improving their physical and mental wellbeing Recovery Curriculum in place for a least for half term 	<p><u>SLT/</u> <u>SENCO /</u> <u>Play</u> <u>therapist</u> <u>to do RA</u> <u>for</u> <u>individua</u> <u>! teachers</u></p>	<p><u>Start</u> <u>review</u> <u>material</u> <u>in Sept</u> <u>and</u> <u>decide</u> <u>how to</u> <u>impleme</u> <u>nt</u></p>		

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Area for concern	Prior Risk Rating H/M/L	Risk Control Measures	By who?	By when?	Post Risk Rating H/M/L	In place? Yes/No
		<ul style="list-style-type: none"> • More focused pastoral support will be provided where issues are identified that individual pupils may need help with • Consideration will be given to children in need and others including vulnerable pupils who may need additional help or support, e.g. with stress, fear, trauma and bereavement https://covid.minded.org.uk/ • The school nursing services will be engaged to support the health and well-being of their pupils, including over: <ul style="list-style-type: none"> ○ support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues ○ support for pupils with additional and complex health needs ○ supporting vulnerable children and keeping children safe ○ delivery of the healthy child programme 				
Curriculum, Behaviour and Pastoral Support Behaviour Expectations		<ul style="list-style-type: none"> • Behaviour Policy updated for Covid https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools <ul style="list-style-type: none"> ○ Already completed. LHW updated Nov 2020 • Staff, pupils & Parents understand behavior expectations • Behavior standards are enforced consistently • Disciplinary and reward outcomes are included • Staff working with specific pupils who have not re-engaged • Support to overcome barriers to attendance and behavior • Objective is to help them reintegrate back into school life. • Support pupils with trauma anxiety including bereavement • Staff able to identify social, emotional and mental health concerns <ul style="list-style-type: none"> ○ Included in staff training Friday 17th. Sept and Nov INSETs • School has access to ed psychs, social workers, and counsellors 	<u>SLT/LHW</u>			

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		<ul style="list-style-type: none"> Specific support for pupils with SEND 				
Assessment and accountability Inspection		<p>Ofsted's plans: January 2021 - GOV.UK (www.gov.uk)</p> <ul style="list-style-type: none"> Remote monitoring inspections of schools graded inadequate, or requires improvement and FE providers began on 25th January, however, these are not graded Statutory primary assessments will NOT take place in summer 2021 The statutory rollout of the Reception baseline assessment has been postponed until September 2021 The Standards and Testing Agency (STA) are reviewing requirements for the phonics screening check in year 2 STA also reviewing arrangements for implementation of the engagement model for the assessment of pupils <p>https://www.gov.uk/government/publications/the-engagement-model</p> <ul style="list-style-type: none"> 	<u>SLT</u>	<u>On-going</u>		
Assessment and Accountability Accountability Expectations		<p>Coronavirus (COVID-19): school and college performance measures - GOV.UK (www.gov.uk)</p> <ul style="list-style-type: none"> Performance tables were not published for the 2019 to 2020 academic year. We will not judge schools on data based on exams and assessments from 2020. 	<u>SLT</u>	<u>On-going</u>		

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Area for concern	Prior Risk Rating H/M/L	Risk Control Measures	By who?	By when?	Post Risk Rating H/M/L	In place? Yes/No
		<ul style="list-style-type: none"> Read coronavirus (COVID-19): school and college accountability to see what this means for accountability in 2019 to 2020 and 2020 to 2021. Coronavirus (COVID-19): school and college performance measures - GOV.UK (www.gov.uk) 				
<p>Contingency Planning for Outbreaks</p> <p>Remote Education</p>		<ul style="list-style-type: none"> The school will provide remote education to those pupils who are shielding Contingency framework: education and childcare settings - GOV.UK (www.gov.uk) <p>In the event the school is required to revise the delivery model of education. The above guidance will be followed. For remote learning the following will apply:</p> <ul style="list-style-type: none"> This will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The school will <ul style="list-style-type: none"> nominate a senior leader with responsibility for remote learning (give name) teach a planned and well-sequenced curriculum use high-quality online and offline resources and teaching videos give access to high quality remote education resources select the online tools that will be consistently used across the school where appropriate distribute school-owned laptops accompanied by a user agreement or contract provide printed resources for pupils who do not have online access 	<u>SLT</u>	<u>Sept</u>		

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		<ul style="list-style-type: none"> ○ work with families of younger and pupils with SEND to meet their needs. ○ publish information for pupils, parents and carers about our remote education provision on our website ○ set meaningful assignments each day in a number of different subjects ○ set work that is of equivalent length to that undertaken in school <ul style="list-style-type: none"> ▪ primary Key Stage 1 1-3 hours a day, on average, across the school cohort with less for younger children ▪ primary Key Stage 2 2-4 hours a day ○ provide frequent, clear explanations of new content to pupils ○ set clear expectation on how teachers will check work ○ Inform parents immediately where engagement is a concern ○ gauge how well pupils are progressing ○ provide feedback using digitally facilitated or whole-class feedback ○ enable teachers to adjust the pace or difficulty of what is being taught ○ ensure the expectations are age appropriate ○ ensure expectations are appropriate to SEND ○ Ensure remote learning is undertaken safely ○ <p>Get help with remote education - GOV.UK (www.gov.uk)</p> <p>Get help with technology - GOV.UK (education.gov.uk)</p> <ul style="list-style-type: none"> ○ All resources available via Secure Area on school website <ul style="list-style-type: none"> ▪ ZOOM (All) ▪ PiXI ▪ Purple Mash (All children) ▪ BBC Bite 				

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		<ul style="list-style-type: none"> ▪ Oak Academy ▪ Tapestry (EYFS) <p>https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings#remoteeducation</p> <p>Keeping children safe in education - GOV.UK (www.gov.uk)</p> <p>Safe Remote Learning SWGfL</p> <p>Online Safety - London Grid for Learning (lgfl.net)</p> <p>Video conferencing services: security guidance for... - NCSC.GOV.UK</p> <p>Safeguarding and remote education during coronavirus (COVID-19) - GOV.UK (www.gov.uk)</p> <ul style="list-style-type: none"> ○ 				
Contingency Planning for Outbreaks Vulnerable Children		<ul style="list-style-type: none"> • The school will <ul style="list-style-type: none"> ○ keep in contact with vulnerable pupils who are self-isolating ○ notify their social worker (if they have one) when a vulnerable child is asked to self-isolate ○ Agree with the social worker the best way to maintain contact and offer support to the vulnerable pupil ○ Check if a vulnerable pupil is able to access remote education support 				

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		<ul style="list-style-type: none"> ○ Support them to access it (as far as possible) <p>Regularly check if they are doing so</p>				
<p>Contingency Planning for Outbreaks</p> <p>Delivering Remote Education Safely</p>		<ul style="list-style-type: none"> • In case the school is required to revise our delivery models for a short period of time, DfE have published a contingency framework, which outlines how schools should operate in the event of any restrictions. https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings/contingency-framework-education-and-childcare-settings-excluding-universities • • The school will keep pupils safe online https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 • Support on delivering online remote education safely is available from: https://swgfl.org.uk/resources/safe-remote-learning https://www.lgfl.net/online-safety/default.aspx https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations https://www.ncsc.gov.uk/guidance/video-conferencingservicesusing-them-securely https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19 				

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Contingency Planning for Outbreaks Remote Education Support		<p>https://www.gov.uk/guidance/remote-education-duringcoronaviruscovid-19</p> <p>Remote education webinars - GOV.UK (www.gov.uk)</p> <p>Home EdTech Demonstrator Programme (lgfl.net)</p> <ul style="list-style-type: none"> • Get support guides for laptops, tablets and 4G wireless routers - GOV.UK (education.gov.uk) 				
Education, Health and Care Plans (EHCP)		<ul style="list-style-type: none"> • The school recognises that many pupils will have found restrictions exceptionally difficult socially and emotionally. • Following discussion with the parents and/or the pupil the school will offer additional support and phased returns where needed. • The school will co-operate in supporting timely consultations over potential placements for September, and in providing families with advice and information where requested. 				

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Elective Home Education (EHE)		<ul style="list-style-type: none"> Parents will be encouraged to send their children to school, particularly those who are vulnerable. Where a parent's decision to educate at home gives greater cause for concern compared to remaining in school, the school will follow its child safeguarding policy and refer this to the designated safeguarding lead (DSL) who will then consider making a referral to the local authority in line with existing procedures. Alerting the LA as soon as possible helps them to check if a child is receiving statutory social care services and notify any relevant social worker to work with the home education team to carry out any further checks or assessments that may be needed. The school will work with the LA and, where possible, coordinate meetings with parents to seek to ensure EHE is being provided in the best interests of the child. The school is not required to provide any support to parents that have withdrawn their child for EHE. Support provided by the LA is discretionary, including support for a child's special educational needs. 				

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