

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



Introduction:

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

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| <ul style="list-style-type: none">• Social distancing practicalities• Quality of education• Safeguarding• Pupils with SEND (including medical needs)• Emotional and behaviour considerations• Hygiene and cleanliness/health and safety• Possible COVID-19 cases | <ul style="list-style-type: none">• Transition• Finance• Building work and logistics• Recruitment and staffing• Miscellaneous• Additional (left blank for you to fill in) |
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Within each section some initial risks and some possible actions that could be taken to control or mitigate the risks have been pre-populated for you. However these are only **initial suggestions** and it is vital that you **tailor** this risk assessment by **amending / adding to these** as required to ensure you have captured all relevant risk information specific to your setting.



OVERALL RISK CATEGORISATION

Likelihood / Prevalence

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WIDER GUIDANCE ON THE RISK ASSESSMENT PROCESS

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SYSTEM OF CONTROLS

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SUPPORTING GUIDANCE DOCUMENTS AND LINKS



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

NOTES

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

RISK OVERALL

CURRENT:			
LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	OVERALL
20	1	0	3.10 LOW

FUTURE:			
LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	OVERALL
17	4	0	3.76 LOW

RISK BREAKDOWN

	CURRENT:				
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	7	14	0	0	0
Severity	7	13	1	0	0

	FUTURE:				
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	7	12	2	0	0
Severity	7	10	3	1	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Maintaining bubbles	Children and staff	More children and staff will become infected with Covid 19	Children are in class groups and remain in their phase bubble.	2 - Low	3 - Medium	MEDIUM	Children continue in their group bubbles 30-33 children per bubble and should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Steps will be taken to limit the interaction, sharing of rooms and social spaces between groups as much as possible, especially around lunchtime and break time. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. We will aim to achieve these small group bubbles as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19).	2 - Low	3 - Medium	MEDIUM	HT/DHT	ongoing	Amber	Monitor from January - make any necessary changes if needed on a daily basis.	
Travel to and from school - Public transport	Children and families	not practising social distancing while travelling on public bus to school - risk of catching Covid19	Relatively few families use public transport. Those that do wear masks as per government guidance	1 - Very low	1 - Very low	LOW	Families using public transport should refer to the safer travel guidance for passengers. Schools will continue to encourage parents, staff and pupils to walk or cycle to school if at all possible.	1 - Very low	1 - Very low	LOW	HT	March	Green	Regular reminders in newsletter regarding walking, cycling to school etc.	
Beginning of school day	children, families, staff	All groups mixing with each other - wider risk of catching Covid 19	Yrs 5 and 6 enter in the Wraparound gate - all other children enter through the main gate.	2 - Low	2 - Low	LOW	Yr 5 and 6 children through the Wraparound Care entrance and the rest of the school through the main parent gate at the beginning of the day. Staff on duty to control this - Yr 5/6 staff at gate - Limit the gathering of pupils and/or parents on the school grounds. Nursery Manager to receive children at the gate. For new Nursery starters and SEND children the long room may be used to settle the children with a parent. One adult will greet parents in the undercover area in reception to self-register children and make their lunch choices. This will be an opportunity for parents to discuss any concerns etc.	2 - Low	2 - Low	LOW	HT/DHT	March	Green	Regular monitoring of the situation - adjust if necessary, inform parents of procedures in place through newsletter	
Parents congregating at the gate (primary)	Children, families and staff.	All groups mixing with each other - wider risk of catching Covid 19	Enough room for parents of Yrs R/1/2/3/4 and N to wait in the grounds.	2 - Low	2 - Low	LOW	Stress with parents the government's message about being mindful of social distancing and use of face coverings if parents want to. School will not be enforcing this. Newsletter will contain relevant information and changed when new Government guidelines are available.	2 - Low	4 - High	MEDIUM	HT	Date of school expansion and when other groups begin to return	Green	Staff on hand to reinforce procedures - posters to be put up	
Cloakroom facilities	children	All groups mixing with each other - wider risk of catching Covid 19	Children now using the cloakroom facilities for their phase.	2 - Low	2 - Low	LOW	We will restrict access for a limited number of pupils at a time - lunchtime to be split 30 minutes outside play for each class in the phase - ensure they are opposite each other for lunch and play. Children in KS2 will eat in their classroom Children will only bring essential equipment in and leave their PE kits in school for the hall term.	2 - Low	2 - Low	LOW	Class teachers	March	Green	Class teachers to monitor how this is working - report to HT if any issues arise.	
Assemblies	children and staff	All groups mixing with each other - wider risk of catching Covid 19	No assemblies taking place	2 - Low	2 - Low	LOW	Assemblies will be class room based and broadcast through the TEAMS website.	1 - Very low	1 - Very low	LOW	HT/class teachers				
Social distancing in classrooms	children and staff	All groups mixing with each other - wider risk of catching Covid 19	Children are in phase bubbles and class bubbles in their class. Ventilate all rooms.	2 - Low	2 - Low	LOW	Maintain phase bubbles - staff and pupils stay together as much as possible. All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer. All classes have CO2 monitors in place to check for air quality. Two ventilation units are in school for classes if air quality is in the red zone. Ventilators kept in IT room and Yr 5 (small classroom)	3 - Medium	3 - Medium	MEDIUM	HT/DHT	Ongoing	Amber	Close monitoring that staff are maintaining social distancing.	
Lining-up	Children and staff	Risk of infection due to lack of social distancing	No lining up	1 - Very low	1 - Very low	LOW	Educate pupils about social distancing when lining-up	1 - Very low	1 - Very low	LOW	HT				
Keeping pupils separate at lunchtime	Children and staff	Risk of infection due to lack of social distancing	Lunch to be eaten in class room	2 - Low	2 - Low	LOW	Staggered lunchtimes/rotas for KS2 children - 30 mins eating and 30 mins outside (rota so that only two classes are on th playground at break and lunch) KS2 pupils to eat sandwiches/lunches in the classroom to cut down on movement. Reception/Year1/Year2 children to eat their lunch in the hall. Nursery continue to use the Long Room MDS called upon if medical/intimate care needed.	2 - Low	2 - Low	LOW	HT	Ongoing	Amber	Closely monitor with MDS support and feedback	

Social distancing at break times	Children and staff	Risk of infection due to lack of social distancing	Staggered break times. Children utilise the playground and and large field.	2 - Low	2 - Low	LOW	<ul style="list-style-type: none"> Staggered breaks for different year groups, utilising the playground and large field Provide activities to ensure social distancing (eg Daily Mile, etc.) 	2 - Low	2 - Low	LOW	HT/class teachers	Ongoing	Amber	Close monitoring - class teachers to feedback to HT
Social distancing - toilets	children	Risk of infection due to lack of social distancing	Children use facilities one at a time - they wash hands in the toilet and on returning to the classroom. Staff monitor this.	2 - Low	2 - Low	LOW	<ul style="list-style-type: none"> Staff limit the number of pupils (eg one in, one out) - see also Hygiene and cleaning requirements Staff limit the number of pupils (eg one in, one out). Yr R have their own toilets and staff will monitor that children use them one at a time. Nursery have own toilets so that staff can monitor their use. School has 5 blocks of toilet that can be designated to groups. Yr 1, 2,3 and 4 to use the Y1/2 toilets. Yr 5 and 6 girls to use the 5/6 block toilets. Yr 6 boys to use The Link toilets. 	2 - Low	2 - Low	LOW	class teachers	Ongoing	Amber	Staff to follow procedures and will go over this on training day.
Staff safety - social distancing	staff	Risk of infection due to lack of social distancing	Staff meeting held on Team/IT room depending on the nature of the meeting. Staff room used for Y1 and 2 staff. Y3 and 4 will use the teaching room in The Link, Yr 5 and 6 will use the large room in The Link. EYFS will use the small area in the Reception classroom for lunch. Staff keep to the 2M distancing rules wherever possible.	2 - Low	2 - Low	LOW	<ul style="list-style-type: none"> Ideally, adults should maintain 2 metre distance from each other, and from children. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. Staff to take breaks in their classroom/outside if possible or if very small numbers in the staff room. Yr3/4 staff to use the classroom in The Link, Yr 5 and 6 staff to use the end room in The Link, yr 1 and 2 staff to use the staffroom. Face to face meetings may go ahead, depending on the nature of the meeting. 	2 - Low	2 - Low	LOW	HT	Ongoing	Amber	Take regular feedback from staff to ensure adherence to procedures.
End of day procedures	children, families and staff	Risk of infection due to lack of social distancing	All groups of children all have staggered time of departures. (see start of day)	2 - Low	2 - Low	LOW	<ul style="list-style-type: none"> Children will exit the main parent door at 3.15. Yr 5 and 6 will leave at 3.20 so that the parents' waiting area is not blocked. Parents to observe social distancing rules when waiting for their child Leave the school grounds in a timely and orderly manner. 	2 - Low	2 - Low	LOW	HT/DHT	Ongoing	Amber	Monitoring in place to ensure that social distancing can be adhered to.
Social distancing - trips and events off site	Children and staff	Risk of infection due to mixing with people outside the school bubble	No school trips are taking place presently	1 - Very low	1 - Very low	LOW	Some school trips now beginning to take place. Liaise with venue for advice and guidance. Staff to produce RA for visits using Evolve for guidance. EVC has attended the online seminar for visits during Covid.	2 - Low	2 - Low	LOW	HT/DHT	Ongoing	Amber	HT/DHT will follow clear government guidance.
Social distancing if parents are in school	N/A		Parents not allowed on school site - appointments only with HT through Teams or in a large room	1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> Parent not allowed on site - only for very delicate meetings that need to take place face to face. Arrange meetings with parents online. Parents' evenings will all take place online wherever possible. 	1 - Very low	1 - Very low	LOW	HT/DHT	Ongoing	Green	HT/DHT will monitor and follow government guidance
Close proximity of staff and pupils	children and staff	Risk of infection due to lack of social distancing	Reminding children to socially distance and set example	2 - Low	2 - Low	LOW	<ul style="list-style-type: none"> Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal" → Advice and guidance for staff on how to maintain the required physical distance when speaking to pupils in the classroom Staff to observe the same rules as pupils when lining up and leading the class to another area of the school Limit movement around the classroom. EYFS to manage space appropriately Guidance needed for teachers when pupils need help, eg to apply first aid. Limit contact, where appropriate. EYFS to follow government guidelines when providing intimate care 	3 - Medium	3 - Medium	MEDIUM	HT/DHT	Ongoing	Amber	Monitoring needed and regular reminders at staff meetings
Visitors to school	children and staff	Risk of infection due to lack of social distancing	No visitors allowed - only remedial building work - workers to work in isolation and practice social distancing rules	1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> Limit all but essential visitors to school and do not allow any visitors into school if they are displaying COVID symptoms. STS/EPS/SALT may visit children in school but must adhere to their own RA and comply with the school's requests. Produce clear guidance for any contractors if they have to make essential site visits. Essential maintenance should be accommodated wherever possible and where social distancing can be observed. See joint statement from WCC education and property services teams. See also 'Building work and logistics'. 	1 - Very low	1 - Very low	LOW	HT/Admin staff	Ongoing	Green	Admin staff to monitor and inform HT if any issues arise. All details must be completed in the sign in book in case contact tracing is required.
Pupils who attend more than one setting eg alternative provision	Children	Risk of infection as mixing with wider group of people	No children currently access tis provision.	1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> AP settings must comply with health and safety law which requires employers to assess risks and put in place proportionate control measures. They should work through the system of controls outlined in the guidance, adopting measures that help them meet each control in a way that addresses the risk identified in their assessment, works for their setting, and allows them to deliver a broad and balanced curriculum for pupils. When working through the system of controls, APs should take steps to minimise social contact and mixing as far as is practicable. All APs, especially larger AP schools, should consider whether pupils can be placed into smaller groups and still receive a broad and balanced curriculum. Due to the smaller size of many AP settings, and because APs are not typically organised by year groups, APs may wish to adopt whole school bubbles as part of their system of control and in order to best meet the needs of their students. 	1 - Very low	1 - Very low	LOW	HT	Ongoing	Green	No children accessing currently but this may change from September - will review if any child attends ABP
Use of IT room	children and staff	Risk of infection due to lack of social distancing	Children have allocated computers to use. Disinfectant wipes used to clean the computer and work area when children have completed their work. Staff to maintain social distancing where possible.	2 - Low	2 - Low	LOW	Children have allocated computers to use. Disinfectant wipes used to clean the computer and work area when children have completed their work. Staff to maintain social distancing where possible.	1 - Very low	1 - Very low	LOW	All staff	Ongoing	Green	Current working practice to continue.
Beginning of school day and end of day for Nursery children	children, families and staff	Risk of infection due to lack of social distancing (between staff and parents)	All Nursery children are greeted by the Nursery Manager - limiting the interaction between staff and parents	2 - Low	2 - Low	LOW	Nursery Manager will not have a key group of children, she will be the adult receiving and releasing the children only - she may have to be in close contact with the parent to provide emotional support for children and parents. Face coverings must be worn by staff and parents/Carers.	2 - Low	2 - Low	LOW	Nursery staff/DHT	Ongoing	Amber	Monitor as new children may be unsettled and we may need to revise procedures.

2 - Quality of Education

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
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- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
5	10	0	7.33 MEDIUM

FUTURE:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
10	5	0	5.67 MEDIUM

RISK BREAKDOWN

CURRENT:					
Likelihood	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Severity	1	4	10	0	0
	1	4	9	1	0

FUTURE:					
Likelihood	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Severity	0	10	5	0	0
	0	10	5	0	0

Formulas
Don't delete

Formulas
Don't delete

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
How do we compensate for the gaps in pupils' knowledge and skills that will have developed following their extended absence from school?	Children, especially disadvantaged group	Too many gaps in learning and unable to catch-up with peers. Children may be disengaged in learning	Children are back in class and also working within their phase since September 2021. Any child not attending school due to Covid have work prepared by their teacher and available using TEAMS or paper copies if preferred. Continuous assessment in place to ascertain gaps in learning.	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> Identify key component knowledge and skills within individual year groups and subjects areas (ie the non-negotiables) - English and Maths subject leaders will lead this. Take into account the online learning that pupils may have engaged in during the school closure (in some areas there may have been a high level of engagement and this should not be ignored) Target those pupils with greatest need of additional support- very small groupings to allow for better teacher-pupil ratio and so accelerate learning- use intervention groups to bridge gaps. Identify children from PP Meetings for allocation of Government Funding money (19 children) and use afternoons and after-school clubs for catch-up, prioritise Years 5 and 6 for after-school catch up. Purchase Power of Reading to support planning as teachers will need to cover curriculum from year below initially. Maths and English S/Ls to produce a clear map of progression in skills and knowledge. 	3 - Medium	3 - Medium	MEDIUM	SMT	Ongoing	Amber	SMT to monitor - subject leaders to work alongside teachers to assess pupils. Governors monitor use of Government catch-up funding.	
Covering the full range of subjects - staff moving from class to class, peripatetic teachers, supply staff	Children and outside agency staff	Heightened risk of infection as mixing with many bubbles	All external services are now back in school ropovidin Music and sports.	1 - Very low	1 - Very low	LOW	Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Staff who visit more than one setting should ensure they are familiar with and abide by the social distancing and hygiene requirements in each individual setting. Schools should make their requirements available. Risk assessment from outside agencies eg. NBLT, Warwickshire Music is in place.	2 - Low	2 - Low	LOW	HT/DHT/SENCo	Ongoing	Green	All external staff will discuss risk assessments to be put in place - monitor how this is implemented in practice.	
Preparations for the changes to SRE that come into effect in September 2020	Children, families and staff	Delivery of lessons that are not in the new SRE, not shared with parents before delivery.	School have received training in Summer term for Jigsaw PSHE/RSE curriculum. School will follow programmes from September 2021	3 - Medium	3 - Medium	MEDIUM	New RSE Policy shared with parents in Summer 2021 and now in place. School will continue to follow Jigsaw curriculum and Protective Behaviours curriculum from September 2021. All details have been loaded onto the school website.	2 - Low	2 - Low	LOW	HT	Jul-21	Green	S/L will monitor Jigsaw programme this year.	
Online or home learning may need to continue for some pupils, running alongside return to school for other pupils. Plan this for contingency if a third wave of a local outbreak of COVID necessitates school closure.	Children families and staff	Children may miss out on learning if they can not access the internet. More pressure on families who find home-learning difficult. Staff overextended as they are in school teaching and expected to provide support for children at home.	Staff are equipped to move to Remote Learning if needed. They will continue to provide work on TEAMS or paper copies for children unable to access school.	2 - Low	2 - Low	LOW	<ul style="list-style-type: none"> Make sure teacher workload is managed well Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, our school has the capacity to offer immediate remote education through TEAMS/Tapestry. We have a strong contingency plan in place for remote education provision which is already in place and has been used since March 2020. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. In developing these contingency plans, we will be following the detailed expectations set out in section 5 of the guidance released on July 2. We will consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We will provide live lessons and intervention support for groups if needed. We have 14 laptops and 13 iPads to distribute to vulnerable families and will arrange for these to be given out where needed. Parents/Carers have been advised of our Continuation of Learning Policy on the website. 	2 - Low	2 - Low	LOW	SMT	Ongoing	Green	All staff confident with on-line learning and packs to send home -	

Curriculum adaptations	Children	Narrowing of the curriculum to close gaps in basic skills in Maths and English.	Teachers are using cross-curricular approaches to bridge gaps in knowledge in all subjects. A focus on English in Maths skills and knowledge is important and will take priority in intervention and catch-up lessons. Staff will use Enrichment Fridays to develop SEL skills within subjects such as D&T, Sport etc.	3 - Medium	3 - Medium	MEDIUM	<p>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term 2021, but make use of existing flexibilities to create time to cover the most important missed content.</p> <p>Prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. We will plan in all subjects so we are able to fill the gaps in core knowledge, for example through an emphasis on reading, writing and Maths where possible. Topics will be the vehicle to engage children and promote basic skills.</p> <p>Our aim was to return to the school's normal curriculum in all subjects by summer term 2021. However the second lockdown has narrowed the curriculum further. Subject leaders will check for gaps in skills and knowledge in their subject areas and advise staff on what is to be covered in all subjects - we will narrow the curriculum but retain all subjects. Staff will be creative when filling in gaps in knowledge eg. they may set a short project on Vikings in Y4 for homework etc.</p> <p>Substantial modification to the curriculum will be needed at the start of the year, so teaching time will be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum for 2022.</p> <p>We may suspend some subjects for some pupils in exceptional circumstances. This is in the best interests of these pupils and be subject to discussion with parents during the summer term. We will also have a coherent plan for returning to our normal curriculum for all pupils when it is appropriate to do so. Externally provided subjects will all have their own risk assessment and will be discussed with the HT/SMT. Music, sport and swimming will be on offer as soon as it is safe to do so. We aim to ensure that children's mental health and well-being is fully supported on return to school and is embedded within our curriculum. Our Enrichment Friday afternoon will start from 11th September and will include opportunities for children to develop skills of resilience etc. in line with our work on the WISSProject (this stopped on 20th March due to Covid19).</p>	3 - Medium	3 - Medium	MEDIUM	SMT	Review termly - subject leader timetable in place for monitoring etc.	Amber	Monitor closely - ensure children's mental health and well-being is supported through the curriculum.	
Addressing the needs of all children	Children	Children may switch off as the work is either too hard or too easy - assessment is not accurate.	Teachers continue to use continuous assessment and formative assessment using NFER and internal moderation.	3 - Medium	3 - Medium	MEDIUM	<p>We will plan on the basis of the educational needs of pupils - Curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills. In particular we will make effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems and testing. Math and English S/LS will produce plans for catch-up and share with Governors.</p>	2 - Low	2 - Low	LOW	Class teachers in discussion with Maths and English subject leaders	Review monthly	Amber	Continuous monitoring of need. Regular discussions between HT/Maths and English S/L. Time in staff meetings to discuss issues that arise.	
Remote learning	Children	Some families are reluctant for their children to engage in remote learning	The majority of children can access learning through TEAMS/Tapestry. Only 3 families refused to engage during lockdown, despite having been given laptops for support.	2 - Low	2 - Low	LOW	<p>We have developed remote education so that it is now integrated into school curriculum planning</p> <p>Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. Teachers are expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. Teaching Assistants will also be expected to deliver intervention teaching through TEAMS. Teachers will set homework tasks on-line through TEAMS every week - children will be expected to complete these on TEAMS where possible. For those children not accessing remote learning we will continue to send paper copies home. We will also continue to look for ways to support parents with on-line learning. Our IT technician is always available to support with technical issues etc.</p>	2 - Low	2 - Low	LOW	SMT	Review weekly	Green	HT to review weekly with staff - ensure that all are continuing to set aside time for TEAMS and homework is available weekly.	ICTDS - reviews of home learning resources WCC ICT support for blended learning
Early Years	Children	Children coming into Reception in Nursery may have missed developing skills such as social skills/ physical skills. Staff will need to put this in place.	Nursery and Reception children were accessing school so no change to their routines. They will need extra support from staff to develop social skills. Physical development will also be essential for their development.	3 - Medium	3 - Medium	MEDIUM	<p><u>For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYF5 Disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</u></p>	2 - Low	2 - Low	LOW	DHT/Nursery Manager	Weekly review	Amber	Leadership team review. Clear catch-up plans need to be in place from Summer Term. May need to purchase equipment for the outside area for physical development.	
Key stage 1 & 2	Children	Children may have gaps in their progression and knowledge so difficult to build on from the year group expectations	Teachers continue to assess children's gaps in learning as they are accessing school.	3 - Medium	3 - Medium	MEDIUM	<p>For pupils in key stages 1 and 2, school leaders will prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum will remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE. SEE CURRICULUM ADAPTATIONS ABOVE. Subject leader monitoring schedule is in place.</p>	3 - Medium	3 - Medium	MEDIUM	HT Maths and English S/L	Review half-termly	Amber	Continuous monitoring to identify groups of children that will need extra support and catch-up - now informs use of government catch-up funding.	
Specific subjects where the risk of passing on any infection could be higher - music	Children and staff	Risk of infection	All external services are now back in school providing Music and sports.	3 - Medium	3 - Medium	MEDIUM	<p>We acknowledge that there are additional risk of infection in environments where staff and children singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. We will work with Warwickshire Music to consider how to reduce the risk, particularly when pupils are playing instruments (recorders) or singing in small groups. All children have their own named recorder so this will stop transmission via the instrument. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies. Warwickshire Music to send Risk Assessment to school and discuss issues raised.</p>	2 - Low	2 - Low	LOW	HT and Warwickshire Music teacher	Review half termly	Amber	Monitor how effective this is	

Specific subjects where the risk of passing on any infection could be higher - sport	Children and staff/external coaches	Risk of spreading infection through close contact or sharing equipment	Sport is back to normal in school. Children access sports from sports coaches and lunchtime/after-school sports are in place. Swimming remains unavailable.	3 - Medium	3 - Medium	MEDIUM	Outdoor sports continues to be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities may also be used in line with government guidance for the use of, and travel to and from, those facilities Schools should refer to the following advice: - guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport - advice from organisations such as the Association for Physical Education and the Youth Sport Trust Schools will continue to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so (NBLT). We will consider carefully how such arrangements can operate within our wider protective measures. Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing. We will continue to work with NBLT and ensure Risk Assessments are shared before lessons commence. PE S/L has arranged for the use of a temporary swimming pool on the school grounds for two weeks in Summer 2022 term. Children will access swimming and be assessed in the Summer 2022 term.	2 - Low	2 - Low	LOW	HT and PE Subject Leader	Ongoing	Amber	Swimming Pool has been ordered for April 2022 for two weeks.
Catch up	Children, especially disadvantaged children (not necessarily FSM children)	Children have fallen behind their peers and missed lessons in their year group as they have not been able to access on-line and live lessons.	Children have accessed intervention and catch-up during Summer 2021 and since academic year 2021/22. Some children may not fall in to Pupil Premium groups - staff will discuss vulnerable groups and catch-up priorities.	3 - Medium	3 - Medium	MEDIUM	Schools will receive catch up funding - exact allocations to be decided. Schools can use this funding as they see fit to support pupils' catch up. Alongside this, the DfE National Tutoring Programme which will deliver 1 tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening. The evidence shows that tutoring is an effective way to accelerate learning, and we therefore believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted. School has used the catch-up funding to provide extra intervention group work - see catch-up finding report in HT's office. SLT will also provide staff with criteria for disadvantaged groups (not only PP children but those from educationally or financially deprived backgrounds).	3 - Medium	3 - Medium	MEDIUM	HT/DHT	Ongoing	Amber	Clear assessment to ensure that children are given the right support at the right time. Be clear who our disadvantaged children are as they are not always entitled to FSM yet they are disadvantaged in other ways.
Ofsted inspections	School staff and families	Ofsted have an inaccurate picture of the effectiveness of the school	Inspections are back from September 2021	2 - Low	2 - Low	LOW	Ofsted inspections are now back to normal. Schools should expect that their inspection date to have moved to 2/3 terms ahead due to the suspension of inspections. Inspectors will take account of the school's current situation, including the extent to which Covid has had and continues to have an impact on the school (staff attendance etc). Staff will share a short briefing on Ofsted expectations including what constitutes a Section 5 or 8 Inspection	2 - Low	2 - Low	LOW	HT/SMT	Ongoing	Amber	Ensure that all actions are recorded and the impact noted and actions amended.
Statutory Assessments	Children and staff	Attainment does not reflect the child's ability due to the gaps in learning	Statutory Assessments will take place during Summer 2022.	3 - Medium	3 - Medium	MEDIUM	Statutory primary assessments will now take place this Summer term. Data will not be used in performance Tables but used to give a national picture of children's attainment and progress. Staff will prepare children for all assessments in line with usual practice.	3 - Medium	3 - Medium	MEDIUM	HT/SMT	Ongoing	Amber	Make sure that children's well-being and mental health continue to be at the forefront of our support.
Accountability	School staff/Governors	School's reputation could be harmed if children do not attain in line with national and school expectations.	Performance tables not published 2022 - data not used for referencing to other schools/settings.	2 - Low	2 - Low	LOW	Performance tables are suspended for the 2019 to 2020 and 2021 to 2021 academic years, and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. The Department for Education will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at coronavirus (COVID-19): school and college accountability. Internal data will not be used as a guide by inspectors - this is for internal use only.	2 - Low	2 - Low	LOW	HT/Governors	Ongoing	Amber	Governors to be regularly informed of the school performance and standards.
END OF TABLE - DO NOT ENTER INFO BELOW HERE														

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



3 - Safeguarding Specifics to be aware of: CSE, county lines, contextual issues, impact of domestic violence, strains on families that could lead to an increase in levels of abuse, neglect due to financial constraints (particularly for disadvantaged pupils and low-income families)

NOTES

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- All identified risks must have Current and Future risk scores completed
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- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
3	1	1	8.60
			MEDIUM

FUTURE:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
3	2	0	5.40
			MEDIUM

RISK BREAKDOWN

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

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
School staff are not aware of safeguarding incidents that occurred during the school closure	children	Staff not addressing the children's emotional needs as unaware of incidents. Early support may not have been offered or Social Worker not informed	All children are now back in school - safeguarding is an agenda on all staff meetings. Staff continue to carry out safeguarding duties.	2 - Low	2 - Low	LOW	• Ensure any guidance issued re safeguarding is followed as is normal practice in school.	1 - Very low	1 - Very low	LOW	HT	Training day in Sept - safeguarding training and updates for staff	Green		
Pupils may have suffered forms of abuse during lockdown and they have not had the opportunity to disclose these to anyone	children	Children have been accessing school since March 2021 - staff continue to follow guidance and provide support through PSHE programmes.	Regular on-line staff meetings in place where Safeguarding and individual children are discussed. All staff are aware of any safeguarding issues and continue to follow practices and procedures for reporting.	2 - Low	2 - Low	LOW	• Children have opportunities for whole class PSHE lessons/circle times/discussions, group activities and one-to-one discussions (if required) for them to share feelings/ anxieties/thoughts in a safe manner.	2 - Low	2 - Low	LOW	All staff	Safeguarding continues to be a standing agenda item.	Green	Focus on well-being and mental health - use the PSHSE focused books to help children discuss emotions etc.	
Attendance	Children	Missing education so damage their life chances	Children's attendance is monitored. HT/DHT liaise with staff and discuss attendance with parents where necessary.	3 - Medium	3 - Medium	MEDIUM	School attendance is mandatory. Office Manager will monitor closely and refer to HT on a daily basis. HT to support families where anxieties regarding attending school remains a problem. School are aware of Emotionally Based School Avoidance and the impact on children. HT attends Attendance meetings designed specifically to support parents with children anxious about school attendance.	3 - Medium	3 - Medium	MEDIUM	HT/ Office Manager	Monthly monitoring.	Amber	HT attends Attendance meeting with LA and DFE.	
Shielding pupils	Children and families	Missing education - families struggling at home to cope with home-schooling	No shielding pupils or staff.	5 - Very high	5 - Very high	HIGH	No shielding children or parents/staff in school presently. School continues to follow Government guidance. If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. School will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).	3 - Medium	3 - Medium	MEDIUM	HT/Office Manager	Ongoing	Amber	As Above	
DSL capacity to cover potential increase in demand	Children and staff	Case not actioned quickly enough	School has 7 DSLs	1 - Very low	1 - Very low	LOW	Designated safeguarding leads (and deputies) provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. Regular meetings planned.	2 - Low	2 - Low	LOW	HT/DSLs	Ongoing	Green		

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Formulas Don't delete

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4 - Pupils with SEND (including medical needs)

NOTES

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RISK OVERALL

CURRENT:			
LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	OVERALL
5	1	0	3.83 LOW

FUTURE:			
LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	OVERALL
5	1	0	4.33 MEDIUM

RISK BREAKDOWN

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

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Pupils with underlying health conditions are at a higher level of risk	children with medical conditions (see school medical list for individual details)	At risk of catching Covid 19 serious illness or death	All children on the medical list have a health care plan, including asthma plans - school follows the current plans and PHE advice. All children are accessing school.	2 - Low	2 - Low	LOW	<ul style="list-style-type: none"> • Seek medical guidance for pupils with serious under-lying health conditions, such as cystic fibrosis, who may need to stay at home. • Extra vigilance will be needed for this and other underlying health conditions in relation to social distancing eg for pupils with asthma (safety measures may vary from pupil to pupil) 	2 - Low	2 - Low	LOW	HT	Ongoing	Amber	HT to continue to have discussions with parents regarding their child's medical needs. This may change over time - monitor and remind parents via newsletter	
Staff with under-lying health conditions and/or pregnant staff are at a higher level of risk	Staff	At risk of catching Covid 19 serious illness or death	No staff in school presently that have been told to shield. One pregnant member of staff in school.	2 - Low	2 - Low	LOW	<ul style="list-style-type: none"> • Staff advised to seek medical advice if necessary and discuss with HT, RA in place for Pregnant member of staff. 	2 - Low	2 - Low	LOW	HT	September 1st	Amber	HT to discuss with individuals.	
Some pupils with SEND: - may have no awareness of space - may spit, scratch or bite - may require intimate care, incl. on-site nursing (hence social distancing cannot be implemented)	Staff and children	At risk of catching Covid 19 serious illness or death	School Nursery has children who need intimate care (normal practice for Nursery). One child with a medical condition ins school requiring intimate care.	1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> • Specific PPE is used in Nursery/EYFS for nappy changing etc. Child with medical condition has one specific TA for support - PPE is used when changing colostomy bag. 	1 - Very low	1 - Very low	LOW	HT/DHT/SENDCo/Nursery Manager	1st September	Amber	HT/DHT/SENDCo/Nursery Manager to discuss and identify any new starters in EYFS provision.	
Alternative provision	N/A		No child accessing ABP presently				<ul style="list-style-type: none"> • Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child. • Provide pupils who attend AP with extra in-school support to help them manage their emotions and mental health 								
LA organised transport to and from school for pupils with EHCPs	N/A		No child accessing transport presently				see logistics								
Work towards individual SEND targets	Children	Children may not make progress or slipped back in their attainment. The gap has widened with their peers. Children on EHCPs are currently accessing school	Teachers and TAs will continue to provide appropriate resources for children with SEND who are at home due to Covid. Guidance given to support learning if required.	3 - Medium	3 - Medium	MEDIUM	<ul style="list-style-type: none"> • Specialist TA to support children with EHCPs under the guidance of SENDCo. SEN children access curriculum through differentiated work/tasks. SENDCo will monitor their support and progress. 	3 - Medium	3 - Medium	MEDIUM	HT/SENDCo	Ongoing	Amber	Provision monitored throughout Autumn term	
Medicines in school may become out-of-date	Children	Medicines may be out of date or children may need new medicines	All medicines in school have been checked if they are in date. Any medicine due to expire or needed at home while the child was not attending have been sent home. Inhalers and epi pens are still available in school.	2 - Low	2 - Low	LOW	<ul style="list-style-type: none"> • Office Manager has checked all medications and informed parents/necessary bodies if they need to be replaced. Staff to speak to individual parents to ascertain if any child is on new medication - follow Medicines Policy and Procedures. 	2 - Low	2 - Low	LOW	HT/Office Manager	September start	Amber	Check inhalers/medicine are available in classrooms as per normal practice.	National guidance - Public health; local guidance - school nurse service.
Shielding pupils	Children	Risk of infection and subsequent harm to health of child	None on school register	1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> • Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will immediately offer them access to remote education as outlined in our Remote Learning Policy. We will continue to monitor engagement with this activity. 	2 - Low	2 - Low	LOW	HT	Ongoing	Amber		

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5 - Emotional and Behavioural Considerations

NOTES

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CURRENT:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
3	2	0	5.40
			MEDIUM

FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
2	3	0	6.40
			MEDIUM

RISK BREAKDOWN

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

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Some pupils may have experienced a bereavement in their family (possibly in relation to COVID-19)	Children, families and staff	Emotional trauma	All staff have had Bereavement training from EP Service as part of overall SEMH training. School has a range of materials to use to support emotional trauma.	3 - Medium	3 - Medium	MEDIUM	<p>• Provide in-school support and a named person (someone the pupil is close to) to support the pupil when they need it.</p> <p>• If required, access specialist support for the pupil, and if need be their family</p> <p>We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</p>	3 - Medium	2 - Low	MEDIUM	HT/SENDCo	Ongoing	Green		
Pupils with social and emotional difficulties may struggle with managing their behaviour when returning to school and the routines of school life (particularly pupils who attend PRUs)	Children, families and staff	Children may have emotional outbursts and display extreme behaviours. Parents may be overwhelmed and not be able to cope. Staff may have to deal with children whose behaviour was different to pre-lockdown.	Staff have received a variety of SEMH training over the past 4 years. They are all able to understand that behaviour is communication and have skills/techniques to address the underlying issues.	3 - Medium	3 - Medium	MEDIUM	<p>• Ensure that all pupils are closely monitored and provided with the relevant support to help them to manage their emotions. Staff to discuss their concerns with SENDCO/SEMH leads in school (Christine and Ruth). Keep open discussions with parents and, if required, direct parents to support services. Choose 'family' groupings carefully - make sure child has friendship group for support. Implement an individual support plan if necessary. Instruct the help of SAP or STS if required.</p>	2 - Low	2 - Low	LOW	HT/SENDCo/SAP	Ongoing	Green	It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. We will work with those pupils who may struggle to re-engage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.	
Some pupils may be more vulnerable to exclusion. Your behaviour policy may need to be reviewed to reflect the additional support needs of your pupils?	Children and families	Children's emotional outbursts may put them at risk of exclusion - it would be difficult for the child to access another school place. Families will be put under extra pressure at home supporting their child.	Staff are aware the children displaying unwanted behaviour is a sign that they are not in control and are suffering from anxiety - staff have received a variety of training to support children's emotional needs.	1 - Very low	1 - Very low	LOW	<p>• Identify the particular pupils who could be vulnerable to exclusion. Plan a course of action with SAP, if needed.</p> <p>English S/L to remind staff about the variety of picture books purchased to support PSHE and emotions work.</p> <p>• Relationships Policy (Former Behaviour Management Policy) reflects the additional support we will be providing with reference to recent Emotion Coaching training and SEMH training.</p> <p>• We will ensure that the Consortium SAP - Sue Coombes - is informed of children who need extra support. We will refer children to the Assessment Gateway for support if needed.</p>	3 - Medium	3 - Medium	MEDIUM	HT/DHT/SENDCo	Ongoing	Amber	The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusions should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should be a positive choice from parents.	

6 - Hygiene / Cleanliness and Health & Safety

NOTES

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RISK OVERALL

CURRENT:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
7	3	0	5.00
			MEDIUM

FUTURE:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
8	2	0	4.10
			MEDIUM

RISK BREAKDOWN

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

FUTURE:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	2	7	1	0	0
Severity	2	6	2	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Maintaining regular levels of hand washing/hygiene	Staff and pupils - visitors by appointment only including contractors	risk of infection	Staff and visitors to wash hands as soon as they arrive at the school and before signing in and regular hand washing throughout the day. Follow the hygiene rules and procedures in school. • All classrooms have a sink. All equipped with hand wash, paper towels and tissues. Display hygiene posters in each room.	2 - Low	2 - Low	LOW	<ul style="list-style-type: none"> • Pupils to wash hand as they enter the building at the start of the day and exit the building at the end of the day and regular hand washing opportunities (20 seconds) to be timetabled into daily routines – ensure there are adequate supplies of soap. If possible have a bottle of hand gel available in each classroom. • After visits to the toilet children and to return to the classroom and wash hands using the soap available - to ensure that hands have been thoroughly washed. • Ensure that the caretaker has a stock pile of hand soap, paper towels and hand gel that will be sufficient for the Spring term. • Toilet trips are strictly controlled by each class group. Children have access to 5 sets of toilets - each set allocated to a class group/phase. Staff to supervise toilet trips so that groups of children are not mixing - ensure that social distancing is carried out wherever possible. Nursery and Reception children have their own toilets/Yr 1, 2, 3 and 4 will use toilets in Y1 and 2 corridor/ yr5 and Yr 6 girls will use the 5/6 toilet block. Year 6 boys will use The Link. 	2 - Low	2 - Low	LOW	HT	September start	Green	HT and Caretaker to monitor	National guidance Local – supplies of hand gel
When pupils sneeze or cough they will spread germs/bacteria, especially younger pupils/children	Staff and pupils	risk of infection	Staff are educated about using tissue or elbow if cough or sneeze / washing hands / social distance. Tissues are available in all rooms and children throw away in bins with lids. Bins are emptied daily.	2 - Low	2 - Low	LOW	<ul style="list-style-type: none"> • Educate children about the need to cough/sneeze into a tissue or their elbow – dispose of tissue in a hidden bin and wash hands for 20 seconds. • Younger children to have all their pencils and equipment in their own private drawer. Older children will use dedicated pencil cases. • Keep all doors windows open in classrooms for ventilation. CO2 monitors are in all classrooms. Two ventilation units are available if air quality is too high in classrooms/IT room. • Staff to be mindful when administering first aid - face masks are provided and may need to be used if in very close contact. 	2 - Low	2 - Low	LOW	HT	September start	Green	Monitor	National guidance Local – consistent messages, frequent reminders through social media
Keeping the school clean to a higher level of cleanliness	Staff and visitors and pupils	risk of infection	Caretaker and cleaners to provide deep cleans daily / maintain wiping door handles, toilets, and areas of high usage. Staff to clean equipment eg ICT and telephones with antibacterial wipes / all staff to maintain high level of cleanliness. No hot desking.	3 - Medium	3 - Medium	MEDIUM	<ul style="list-style-type: none"> • Cleaners to act upon guidance normally linked to 'deep cleans' as part of their daily procedures (ie a focus on door handles, toilets, changing room, toys in the EV, etc). • Corridor and classroom doors to be kept open using magnetic locks so that handles are not in constant use. • Staff to clean IT equipment (esp keyboards, mice) with anti-bacterial wipes after use. • No hot desking. Staff using telephones and equipment that has to be shared eg photocopier to wipe down after use - ensure that wipes are available at these stations. • All children to have their own equipment in their individual pencil case provided by the school - make sure they understand not to share with others. • High levels of cleanliness needed throughout the day. Children eat their lunches in KS2 classrooms so high standards of cleaning required daily in these rooms. 	2 - Low	2 - Low	LOW	HT/Caretaker	Ongoing	Green		National guidance Local – supplies of wipes, consistent messages to cleaners and caretakers.
What if there are a shortage of cleaners due to self-isolation or illness?	Staff, children and visitors	Cleaning still to be carried out. Other staff would have to do the cleaning or existing cleaners to do over time	Monitor absence/feeling unwell in cleaners and caretaker / existing staff to take on add hours when required / casual cleaners to help out in the school	2 - Low	2 - Low	LOW	<ul style="list-style-type: none"> • Individual cleaners may be able to extend their hours or work more flexibly if other cleaners are absent (eg working before and after school operating hours) • Ask if staff are willing to provide extra support for cleaning • Contact Consortium to see if cleaners are available from other schools (Action Plan) 	2 - Low	2 - Low	LOW	HT/Caretaker	Ongoing	Green		National guidance Local H&S guidance

How can schools limit the 'surfaces' that are shared between home and school to reduce the spread of any infection?	Staff and visitors and pupils	Risk of infection	SIMS Agora is the cashless payment system. Communication is via website/newsletter/texting service (no paper copies). No snack and so no snack money in school. Email used for correspondence.	3 - Medium	3 - Medium	MEDIUM	<ul style="list-style-type: none"> All correspondence from school to be uploaded to the website and correspondence into school to come via a phone call or email All monetary transactions to be done via bank transfer whenever possible. Children bring in PE kit and leave in school for the half term. Change accident reporting to text message/phone call if possible - still keep a record in school accident book. 	3 - Medium	3 - Medium	MEDIUM	HT/Office Manager	Ongoing	Amber	
Face coverings	Children and visitors to school	Risk of infection	Children do not use face masks and visitors are not allowed in school.	2 - Low	2 - Low	LOW	Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. It is expected that any adult who comes on to the school site will wear a face covering. This has been communicated to all parents/carers via newsletter and reopening letter March 21. Visitors will be expected to follow own procedure for face coverings to enable them to carry out their roles eg. music teachers/sports coaches.	2 - Low	2 - Low	LOW	HT/Caretaker/Office staff	Ongoing	Green	Masks should be put in the covered bin in the photocopying room and disposed of at the end of the day.
Shared equipment	Children and staff	Risk of infection	Children only share equipment in EYFS/KS1. KS2 children have their own equipment in their own dedicated pencil cases.	1 - Very low	2 - Low	LOW	For Yr. 2 children and above - children will have their own pencil case, items clearly labelled with the child's name. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.	2 - Low	2 - Low	LOW	Teaching staff	Ongoing	Green	
COSHH	Staff and visitors and pupils	COSHH items near children - misuse could cause harm	COSHH items kept in locked room which is signed COSHH. Hand sanitiser available to children are not COSHH item or they are monitored when used by pupils and kept locked away at other times	2 - Low	2 - Low	LOW	Keep COSHH items locked away from all children. <ul style="list-style-type: none"> Disinfectant spray available to all staff will be kept in caretaker's cupboard, The Reception locked cupboard and Nursery COSHH locked room - keypad entrance so staff can access the cupboard throughout the day. 	1 - Very low	1 - Very low	LOW	HT/Caretaker	September start	Green	HT to give guidance on cleaning regime expected in school - procedures for accessing cleaning equipment discussed.
Fire Drill	Staff and visitors and pupils	Maintaining social distance during fire drill - risk of infection	Fire drills take place half termly - school procedures are strictly followed.	1 - Very low	1 - Very low	LOW	Fire drills take place as usual practice.	1 - Very low	1 - Very low	LOW	HT/Business Manager	September	Green	Share procedures at staff meeting.
Providing Staff with protection for administering First aid	Staff and visitors and pupils	Maintaining social distance risk of infection	Staff maintaining a safe distance if possible when administering first aid. If administering traditional first aid eg. cuts/bruises/grazes then follow school procedures and use gloves, face masks provided by the school. If child becomes unwell with symptoms of the virus then they are brought to reception and parents telephoned immediately. Follow Government guidance on returning to school.	3 - Medium	3 - Medium	MEDIUM	Send staff home if any symptoms associated with Covid19 / send staff home in a taxi rather than giving them a lift or public transport. Staff to book a test online to determine whether they have the virus or not - follow isolation guidance. <ul style="list-style-type: none"> If staff become unwell at home then as above. If a child becomes unwell at school then take to the dedicated area (reception area), ask staff member to telephone parents, put on PPE and wait for parent to arrive. Reassure the child that all is well as they may become upset to see the PPE. If staff of child becomes extremely unwell quickly then follow school procedures and ring 999 for an ambulance. Where the child or staff member tests negative, they can return to their setting. If the child or staff member tests positive, follow current government guidance. 	2 - Low	3 - Medium	MEDIUM	HT/Office Manager	Ongoing	Green	Follow guidance from PHE regarding possible Covid cases.
END OF TABLE - DO NOT ENTER INFO BELOW HERE														

7 - Possible COVID-19 Cases

NOTES

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- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	5.70
6	4	0	MEDIUM

FUTURE:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	4.50
9	1	0	MEDIUM

RISK BREAKDOWN

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

Likelihood Severity	FUTURE:				
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
	0	9	1	0	0
	0	9	1	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Pupil begins to show symptoms when in school (cough and/or temperature developing)	Children and staff	Risk of infection from Covid 19	Child is brought to the reception area and staff keep 2M distance, parents telephoned and child collected quickly. Follow current government guidance for self-isolation.	3 - Medium	3 - Medium	MEDIUM	<p>• Follow advice on Office noticeboard and HT noticeboard. Pupil isolated, staff member to keep in isolation in the designated room (The Reception area - small room). Check temperature using hand held thermometer. Staff member to use PPE and wait for parent to arrive - HT for KS1 and 2/ Nursery Manager for EYFS. Ill child to be sent home immediately.</p> <p>• PPE to be bagged immediately after use and disposed of following PHE guidance.</p> <p>• Rest of group to be removed from the classroom and located to another area of the school. The classroom to have a thorough clean before it is used again.</p> <p>• Parents of classmates informed (similar system to headlice alerts) so they can be extra vigilant with their monitoring. All informed to follow guidance.</p> <p>• Staff informed and all to increase monitoring. Where the child or staff member tests negative, they can return to their setting. If the child or staff member tests positive then follow government guidance.</p>	2 - Low	2 - Low	LOW	HT	Ongoing	Green		National guidance
Use of PPE in school if pupils develop symptoms and need assistance (particularly pupils with SEND)	Children and staff	Risk of infection from Covid 19	School has enough PPE. Staff understand how to dispose of PPE after use.	1 - Very low	1 - Very low	LOW	<p>• School will order PPE from the W.C.C. order line when stocks are dwindling. Staff will dispose of the PPE after use by following guidelines - do not touch the face mask after use only the ties to remove. Bag all of the PPE used, except for the visor (which can be cleaned) and place in a black sack and seal. Double bag this and throw away in the external bins. Staff to wash hands and clothing.</p>	2 - Low	2 - Low	LOW	HT	Ongoing	Green		National guidance Local authority procurement might be an option?
Member of staff begins to show symptoms when in school (cough and/or temperature developing)	Children and staff	Risk of infection from Covid 19	If this occurs at home staff member does not come to school and takes an Lateral Flow Test. If positive then can book a PCR test online. If this happens in school then adult is sent home immediately, takes an LFT and follows guidance.	2 - Low	2 - Low	LOW	<p>• Member of staff isolated and sent home. Takes an LFT and if positive takes a PCR test. Follow government guidance.</p>	2 - Low	2 - Low	LOW	HT	Ongoing	Green		National guidance
Staffing shortages as a result of staff self-isolating	Children and staff	Unable to offer adequate supervision as ratio of staff to children is inadequate. Nursery children at risk of not having correct ratios. Partial school closure to some groups	Currently staffing levels are being covered by extra staff and staff covering other jobs.	3 - Medium	3 - Medium	MEDIUM	<p>• The introduction of LFT testing for staff who have symptoms (cough and/or temperature) should ensure that only staff with COVID-19 symptoms are absent</p> <p>• Cover internally where possible to reduce the risk of bringing the infection into the school. This may be preferable to bringing in supply staff who will not be aware of the social distancing rules that are in operation. Use own staff where possible to cover the variety of jobs in school. Use previously retired or part-time staff for cover.</p> <p>• Consider the implications of sharing staff between schools in the Consortium if possible eg. staff on part-time contracts.</p>	2 - Low	2 - Low	LOW	HT	Ongoing	Green		National guidance
Text and Trace	Children and staff	Staff unable to teach while waiting for result. Children not in school while waiting for result.	Staff and children all have access to LFT kits - able to check if positive/negative.	2 - Low	2 - Low	LOW	<p>Continue to use LFTs twice weekly to check for asymptomatic cases and verify if a cold or Covid. Information also sent out to parents for them to access LFTs.</p>	2 - Low	2 - Low	LOW	HT/staff	Ongoing	Green		

END OF TABLE - DO NOT ENTER INFO BELOW HERE

9 - Finance

NOTES

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RISK OVERALL

CURRENT:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	3.75
3	1	0	LOW

FUTURE:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	1.75
4	0	0	LOW

RISK BREAKDOWN

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

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Cancelled trips need to be refunded, but venues/coach companies have not yet issued refunds	Staff and parents	School will be in a shortfall position with trips and events	Refunds to parents via SIMS Agora / Finance Administrator has put Covid Insurance in place	1 - Very low	1 - Very low	LOW	Families have been reimbursed as they may be in financial difficulty and this will maintain positive relationships. All trips are RA for Covid cancellations. Schools Trip insurance covers Covid cancellations.	1 - Very low	1 - Very low	LOW	HT/Office Manager	Ongoing	Green	All monies have been reimbursed	
Reimbursement of COVID-related costs	Governors and staff	School will be in a shortfall position as money spent on Covid related expenditure	Office staff are keeping a record of all extra expenditure related to Covid 19	2 - Low	2 - Low	LOW	School is keeping a record of all costs incurred for supply cover for teachers and staff due to Covid infections. Government will refund this as part of their commitment to schools.	1 - Very low	1 - Very low	LOW	HT/Business Manager	Deadline	Amber	Business Manager collating expenditure and will check if it is possible to be reimbursed	
Banking	Staff	Risk of infection / Bank not open / Bank queue / driving to the bank alone as cannot social distance so security issue/ counting money	Money kept in safe	3 - Medium	3 - Medium	MEDIUM	Continue with our on-line payment system so that no money is brought into the school - families continue to use SIMS Agora. Snack provided by the school and no charge to parents (fruit only). Snack not available from Educateres.	2 - Low	2 - Low	LOW	HT/Business Manager	Sep-20	Amber	Money in safe is taken periodically to bank by two members of staff. RA in place.	
Cancelled events and Lettings	Staff	School could end up with a deficit. If income targets are not reached	DfE Grant will be applied for / use Contingency Funds	1 - Very low	1 - Very low	LOW	Ricoch Arena has rescheduled events due to take place this summer to next summer. Income will be entered in the next financial year and adjustments made	1 - Very low	1 - Very low	LOW	HT/Business Manager	Sep-20	Green	Business manager to resume discussions with Ricoch Arena for 21/22	

10 - Building Work & Logistics

NOTES

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RISK OVERALL

CURRENT:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
5	1	0	3.33 LOW

FUTURE:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
5	1	0	4.33 MEDIUM

RISK BREAKDOWN

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

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

Formulas
Don't delete

Formulas
Don't delete

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Contractors on site/ building work and maintenance	Children, staff and contractors	Risk of infection	Building work has been minimal and only been allowed in sections of the school that are not being used.	3 - Medium	3 - Medium	MEDIUM	Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. Caretaker will liaise with all contractors and ensure they work in sections of the school that are not occupied or carry out tasks in out of school hours where possible.	2 - Low	2 - Low	LOW	HT/Caretaker	Ongoing	Amber	Meeting with Property Services for work to be carried out during Easter/Summer holidays	
Catering providers	Children, staff and caterers	Risk of infection OR unable to provide lunch for children	Caterers providing lunches for all children.	2 - Low	2 - Low	LOW	School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19). KS2 children will continue to eat in their classrooms. EYFS and KS1 children will eat in the hall using staggered times.	2 - Low	2 - Low	LOW	HT/Kitchen staff	Ongoing	Amber	HT/Kitchen staff/MDS will monitor how successful this approach is with full classrooms.	Catering businesses guidance covid-19
Building adaptations	Children and staff	Risk of infection	School has 12 classrooms and a Nursery so staff and children can easily spread around the school in small bubbles. Good ventilation is possible in all areas.	2 - Low	2 - Low	LOW	In classrooms, it will be important that schools improve ventilation, (for example, by opening windows). Advice will be given to all staff to open doors and windows to allow for good ventilation. CO2 monitors are in all classrooms to check for air quality. Two ventilation units have been given by the government. These are for use in rooms where air quality is poor. Staff to keep an eye on their monitors.	2 - Low	2 - Low	LOW	HT/Caretaker	Ongoing	Green		
Educational visits	Children and staff	Risk of infection	External visits now in operation.	1 - Very low	1 - Very low	LOW	Government guidance suggest that all trips within Guidance are able to go ahead. Any non-overnight trips will be carried out using previous procedures. This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.	2 - Low	2 - Low	LOW	HT/DHT	Ongoing	Green	SLT will be involved in all planning for tips, daily and overnight. All Ris in place as per usual practice. Discussions with Evolve will take place where necessary.	
Uniform	Families	Extra expenses incurred - parents cannot afford uniform	Currently children are wearing school uniform.	1 - Very low	1 - Very low	LOW	Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. School has been given lots of uniform that children have grown out of. School will be having a day where parents are invited to come and make use of the uniform - uniform is expected to be worn.	1 - Very low	1 - Very low	LOW	HT/Office Manager	Ongoing	Green	Continue to ask for old, decent uniform to be handed in to school for parents to use.	

Wraparound support - before and after school clubs	Children, families and staff ins school and wraparound care.	Risk of infection	Wraparound is now provided by the school.	1 - Very low	1 - Very low	LOW	Staff currently employed at the school will be available to run the club from 7.45-8.45 and 3.15 to 6.00. Governors continue to monitor the financial viability of the wraparound club as numbers are not as high as previously needed.	3 - Medium	3 - Medium	MEDIUM	HT/Staff	March 8th start	Amber	Ongoing discussions with the Governors regarding the provision.

END OF TABLE - DO NOT ENTER INFO BELOW HERE

11 - Recruitment & Staffing

NOTES

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CURRENT:			
LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	OVERALL
10	0	0	2.20
			LOW

FUTURE:			
LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	OVERALL
10	0	0	2.20
			LOW

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

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
New staff need to be recruited	Staff and Governors and people shortlisted for the post	Risk of infection	Internal advert posted on Teams and in the staff room.	1 - Very low	1 - Very low	LOW	<p>• School will conduct interviews face to face with safety procedures in place</p> <p>• Observations of staff will take place using safety precautions at all times. Candidates are required to take a LFT the day before the come for interview.</p>	1 - Very low	1 - Very low	LOW	HT	Ongoing	Green		https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/ https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/
Staff induction including NQTs	Staff, children and NQT	Risk of infection	No NQTs this year 21/22	2 - Low	2 - Low	LOW	No NQTs in school	1 - Very low	1 - Very low	LOW	HT/Business Manager	ongoing	Green		
NQT support	Children and NQT	Not enough teaching time during the summer term - NQT has missed time to complete training.	No NQTs in school 21/22	2 - Low	2 - Low	LOW	None in school 21/22	2 - Low	2 - Low	LOW	HT	ongoing	Green		https://www.gov.uk/government/collectio ns/early-career-framework-reforms
Staff who are clinically vulnerable or previously shielding	Staff	Risk of infection	No staff members critically shielding presently.	1 - Very low	1 - Very low	LOW	Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised not to return to work until 31st March review. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 School leaders should be flexible - enable staff to work remotely where possible or in roles in school where it is possible to maintain social distancing. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people.	1 - Very low	1 - Very low	LOW	HT/DHT	Ongoing	Green	HT will monitor staff and amend risk assessment if staff are placed on the critically-vulnerable list.	
Staff with significant risk factors - such as asthma, diabetes, BAME community member	Staff	Risk of infection	Four members of staff on the BAME list - all have had an individual risk assessment completed.	1 - Very low	1 - Very low	LOW	If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risk. School leaders should try as far as practically possible to accommodate additional measures where appropriate. Individual risk assessments and an equality impact assessment have been carried out. People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. Continue to support BAME staff in September - complete an up to date RA with individual members of staff.	1 - Very low	1 - Very low	LOW	HT/BAME staff	Ongoing	Green	Continuous monitoring and discussions with staff who fall into this category	
Staff mental health and wellbeing	All staff	increased levels of anxiety	Regular staff meetings to update staff on current issues. Staff are able to access support for mental health through School Insurance Scheme. Mental Health and well-being support poster in staff room. Mental Health First Aid trainers available in school for individual support. Youth Mental Health Training accessed by SENDCo. Chimp programme accessed by 3 members of staff.	2 - Low	2 - Low	LOW	All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available. The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.	2 - Low	2 - Low	LOW	HT/ Mental Health First Aid trainers (2)	Ongoing	Green		https://www.educationsupport.org.uk/ https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers

12 - Miscellaneous

NOTES

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

CURRENT:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
4	0	0	1.00
			LOW

FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
4	0	0	1.75
			LOW

RISK BREAKDOWN

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

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Additional support and guidance for specific groups of pupils such as: • EAL pupils • Newly arrived to the UK • Refugees • Families with no recourse to public funds (NRPF)	Children, families and staff	Risk of infection to children, families and staff as message regarding procedures are not understood due to the language barrier.	Currently no children attending under those categories	1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> • School is unlikely to receive new pupils from these communities - we will review if this changes • Plan support, induction and training for staff if appropriate • Ensure a welcome procedure is in place for new families, which includes access to translated advice about social distancing 	1 - Very low	1 - Very low	LOW	HT	September	Green		Local guidance from community groups Public Health guidance
Staff training implications	Staff	Risk of infection if face to face	All training has moved to on-line using Teams	1 - Very low	1 - Very low	LOW	All externally sourced training is held on-line through TEAMS. INSET in-house training is held either through TEAMS or in the Hall.	2 - Low	2 - Low	LOW	HT/DHT	Autumn term - ongoing	Green	WCC will review training - this will either be on-line or face-to-face - will follow government guidance.	Public health guidance. School nurse service?
Governors may be called upon to support leaders for example in appeals, challenging situations or communication with parents	HT, staff	Too much work and responsibility on HT alone. Support essential from Governors to develop Risk Assessment and assist in Policy Reviews etc.	Governors now on Teams - all meetings to be held on Teams. Governors are fully informed of the school's position and contributing to the RA.	1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> • Governors should ensure that all school policies are up-to-date, reflecting the latest national and local guidance. • Behaviour, attendance, safeguarding, social distancing, risk assessments will all need to be reviewed. 	1 - Very low	1 - Very low	LOW	HT/Governors	Ongoing	Green		Local and national guidance from Governor Support services and the NGA.
Admissions – some parents may request to defer their child's place in Reception until the following year	Children and families	Children deferred for the wrong reasons - parents not fully understanding the implications to defer.	No requests received	1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> • The DfE guidance states they do not expect it to be a common request from parents that their child's place is deferred. Contact those parents who have not accepted the place • Talk to them about their concerns and the implications of their decision • After discussion if parents still wish to have a deferred place they must complete a Deferral Application Form for the LA to consider. • Children must not be offered a deferred place without following the Local Authority process. • Make sure you direct parents to the up to date policy on the WCC website to help parents in making their decision. 	1 - Very low	1 - Very low	LOW	HT	Ongoing	Green		Local guidance – admissions and appeals team
END OF TABLE - DO NOT ENTER INFO BELOW HERE															

