

COVID-19 Operational Risk Assessment – National Lockdown March 2021

1. Introduction:

In reviewing this guidance in the context of children returning to school on 8th March 2021, the Local Authority has had regard to advice from both the Health and Safety Executive and Government. It has noted that the Government has made clear that their advice “*does not supersede any legal obligations relating to health and safety, employment or equalities and it is important that as an employer you continue to comply with your existing obligations*”. [Health and safety: responsibilities and duties for schools](#) Consequently, Health and Safety Legislation continues to take precedence.

This risk assessment guidance:

- Sets out the current context and statutory health and safety obligations.
- Sets the context for reviewing a risk assessment to “break the chain of transmission” of the disease within the school context, taking into account the Government’s guidance issued in January 2021.
- Provides an exemplar risk assessment that can be adopted and adapted to any educational setting.
- Incorporates hyperlinks to sources of helpful information and resource.

What is the risk? COVID-19 is an infectious disease recognised internationally as a pandemic, the transmission of which must be controlled. Whilst it is reported that the impact of the virus has not changed since March 2020, increased social contacts and the new variant have combined to significantly increase transmission rates. Improved access to testing, including lateral flow tests has identified asymptomatic cases (no symptoms) within the community, that if not isolated early present a further transmission risk, which needs to be controlled as far as is practicably possible.

The National Lockdown aims to mitigate the risk of spiralling transmission rates (reduce the R) by minimising social contact across the Country, not in individual organisations. For details see: [Actions for schools during the coronavirus outbreak](#)

This risk assessment therefore continues to focus on actions that are **reasonably practicable** to implement, that will reduce the risk of transmission of COVID-19 within the school community

Who is responsible? The employer is responsible for making sure that risks, particularly the risks to staff and pupils, are managed so far as is reasonably practicable. For maintained schools the employer is Warwickshire County Council.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the head teacher and school management team.

Reference: <https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm>

2. Overview of Actions required for safe methods of working:

- Put in place sensible and proportional approaches to minimise the risk of COVID-19 transmission to staff, pupils and visitors whilst in school.
- Communicate the risks and required safe methods of working to all building users and monitor compliance.
- Ensure that staff (employees) have the relevant information and training to manage risks on a day-to-day basis, including access to competent health and safety advice where needed and that they understand their personal responsibility for their safety and the safety of others.
- Check that the control measures have been implemented and remain appropriate and effective.
- Ensure that the control measures are monitored throughout the day and reviewed where necessary.

2.1 Key message:

Good health and safety is about keeping things simple, being proportionate and focusing on the real (substantive) risks. Procedures should be clear and concise with assessment of risk being practical. Good leadership is about getting the balance right on managing risk rationally, it is not about trying to eliminate it altogether.

2.2 What leaders need to do:

- Ensure that the school is following the employer's health and safety policy and has effective arrangements for managing the health and safety risks at the school.
- Maintain effective communications with employers, governors, and the school workforce, and give clear information to pupils and visitors, including contractors, regarding any significant risks on site.
- Make sure that the staff have the appropriate training and competencies to deal with risks in their areas of responsibility.
- Consult and work with recognised TU safety representatives/employee representatives and safety committees. It is a legal requirement that employers must consult with the health and safety **representative** selected by a recognised trade union or, if there isn't one, a representative chosen by staff.
- Make sure that staff understand their responsibilities and know how to access support and advice to help them manage risks responsibly.
- Provide visible leadership to the whole school so that staff feel motivated, supported and empowered to focus on the things that really matter.

See: <https://www.hse.gov.uk/services/education/sensible-leadership/leadership-test.pdf>

3. What we know:

The World Health Organisation (WHO) confirms that data from published epidemiology and virologic studies provides evidence that COVID-19 is primarily transmitted directly from symptomatic people (those infected with Covid19 displaying symptoms) to others who are in close contact with the infected person. Respiratory droplets are passed on directly through coughing and sneezing, or indirectly by contact with contaminated objects and surfaces; where the virus may be transferred from the surface to the hand and then the face - eyes, nose or mouth. It is understood that people can be infectious before their illness starts. It is now evident that infection can be asymptomatic (no symptoms) thereby presenting a higher risk of unintentional transmission. Therefore, to minimise the risk of transmission, settings must put into place effective infection protection and control. Ensuring appropriate social distancing in school, meticulous hand hygiene practice all serve to reduce risk significantly.

The hierarchy of controls: if properly implemented will substantially reduce the risk of transmission of infection.

These include:

Exclusion:-

- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges. COVID-19 tests for symptomatic household member/s to confirm or negate a diagnosis should be promoted.
- Clinically extremely vulnerable individuals will receive a letter from the NHS or a medical specialist and are **advised** to shield and not to work outside the home.
- Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in guidance) can continue to attend school where it is not possible to work from home, but must maintain good prevention practice in the workplace and home settings.

Hygiene:-

- A stringent cleaning regime should be in place [COVID-19: cleaning in non-healthcare settings](#). At the highest level this could follow the advice set out in: [Covid-19-decontamination-in-non-healthcare-settings](#)
- Frequent cleaning and disinfecting of objects and surfaces that are touched regularly (touch points), should be undertaken using standard cleaning products or antiseptic wipes, both of which kill the virus. This may require settings to enhance cleaning capacity. It should be recognised that cleaners and caretakers provide the frontline in protecting everyone in school, but health and safety is everyone's responsibility so cleaning tasks may be undertaken by any member of staff as appropriate.
- Socialising hygiene routines including regular hand-cleaning regimes - washing hands thoroughly for 20 seconds with running water and soap, drying them thoroughly or using alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Identify specific situations when additional handwashing is required.
- Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach with follow up handwashing and cleaning/wiping of any contaminated area followed by safe disposal of waste.
- Maximise natural ventilation and access to the external learning environment, whilst maintaining a comfortable working temperature within school see: [air conditioning and ventilation during the coronavirus outbreak](#)

Social Distancing:-

- Secure social distancing whenever practicably possible, through footfall management and planned supervised movement throughout the school building.
- Regulate entry so that the premises do not become overcrowded at any point and no 'pinch points' are experienced at ingress or egress.
- Where it is possible to remain 2 metres apart, use floor markings/signage to mark the distance and facilitate compliance, particularly in corridors, hand cleaning areas, toilets and internal and external communal break areas.
- Ensure the environment (such as classroom layout) and timetables are conducive with social distancing – remove all clutter and non-essential resources.
- Minimise social contact by forming small fixed groups of staff and children and avoiding movement between or blending of groups whenever possible.
- Where face-to-face contact is essential, this should be kept to 15 minutes or less whenever possible, contact should be side by side.
- Social distancing is not required in an emergency situation, e.g. medical emergency, fire evacuation etc. PPE should be used in a medical emergency if time permits (a first aid supply of PPE is provided to all schools to secure an individual emergency situation, for example a sudden illness that may be COVID-19 symptomatic of a child or staff member in school).

Lateral Flow Testing:-

- Take active steps to identify asymptomatic cases within the school community, though the promotion of twice weekly lateral flow testing for all staff.

4. Key resources and references:

Actions for schools during the coronavirus outbreak Children of critical workers and vulnerable children who can access schools or educational settings Mass asymptomatic testing: schools and colleges air conditioning and ventilation during the coronavirus outbreak School attendance: guidance for schools Disapplication notice: school attendance legislation changes COVID-19: cleaning of non-healthcare settings keeping children safe in education letters-to-clinically-extremely-vulnerable-people Covid-19-advice-for-pregnant-employee	COVID-19: cleaning in non-healthcare settings Covid-19-decontamination-in-non-healthcare-settings staying at home and away from others (social distancing) Health and safety risk checklist for classrooms E-bug posters Coronavirus (COVID-19): implementing protective measures in education and childcare settings Coronavirus (COVID-19): implementing social distancing in education and childcare settings
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COVID-19 RISK ASSESSMENT FOR PRIORS FIELD PRIMARY SCHOOL

Date of assessment:	1/03/2021	Review interval:	Weekly	Date of next review:	Weekly
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Assessment conducted by:	Katie Gane	Job title:	Head Teacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Likelihood of Occurrence (Words written in boxes) High (very likely), Med (possible), Low (remote)			Risk Rating (Colours of boxes)		
			High	Medium	Low

Activity	Risk Rating prior to action	Control measures	In place?	Additional controls	Residual Risk rating
1. Social distancing practicalities					
Maintaining bubbles	Med	Class bubbles to be maintained whenever possible. Class bubbles to be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Class bubbles to be taught in their classrooms for the majority of lessons. Sharing of rooms and social spaces between groups to be limited as much as possible. Class bubbles across school organised so that children will not enter other bubble groups and where possible will be able to access toilets without meeting each other.	Y	It is understood that some crossing of bubbles will take place for wraparound care and school transport. This will be kept to a minimum and recorded for Track & Trace purposes.	
Beginning of school day	Med	Children to access site via playground. All children to enter through their class doors. Children to come straight into school and not wait or congregate on the playground. Staggered start to the day Rota of school adults to manage the flow of people around school	Y	Communication to school community to remind them of procedures	
Parents congregating at the gate	Med	Rolling start to be maintained to avoid large groups. One-way system around the school site. Parents to leave the site immediately after dropping their child in the morning. At the end of the school day, children and parents will leave the playground immediately. Messages and reminders about social distancing will be communicated regularly. All parents will wear masks when on the school site – reminders will be communicated regularly.	Y	Older children will be permitted to walk home on their own to avoid additional adults on site.	
Cloakroom facilities	Med	Children in Year 3/4 will have access to the coat peg area in the Y3/4 cloakroom. Children in Year 5/6 will use the Y5/6 locker cloakroom. Children in Year 1/2 will have access to the coat peg area in the KS1 cloakroom. Children in Reception will use the Reception coat pegs outside their classroom. Children will access the cloakrooms in small groups to enable social distancing between children and bubbles. Regular cleaning of touch points between bubbles. This will be monitored by a member of staff. Staggered start to the day to minimise crossover of bubbles in the cloakrooms.	Y	Continue to monitor use of cloakrooms and toilet facilities.	
Assemblies	Low	All assemblies to be held in classrooms remotely.	Y		

Social distancing in classrooms	Med	With all children back in school it is accepted that it is difficult to maintain 2m social distance in the classroom at any time so other mitigations in place including: Bag it, Bin it, Kill it – Maintain a good supply of tissues, Fresh air and regular ventilation of all learning spaces Good hand hygiene including regular washing Minimising working face to face Frequent anti-bac of surfaces Keeping all equipment clean and minimising sharing of equipment to be rigorously observed.	Y		
Lining up	Low	Children line up to move around school in their bubbles. If the need to line up as a whole school arises for fire drills etc., bubbles to be spaced apart by 2m from each bubble.	Y		
Keeping pupils separate at lunchtime	Med	Children will eat in the hall in two sittings – KS1 & YR / KS2 Children will sit in class bubbles at tables spaced at least 2m apart. Children will remain separated at all times and stay within their bubbles managed by a MDS. Tables will be wiped down and cleaned thoroughly in between sittings. Lunchtime play will be rotated and children kept in class bubbles. Hall will be well ventilated	Y	New rota shared and discussed with all staff. Additional lunchtime duties to be carried out by teaching staff to ensure social distancing and cleaning routines are maintained	
Social distancing at break times	Low	Each bubble will use a separate part of the playground or field Playground equipment for class will be set up in boxes per bubble. Rota in place for access to adventure playground area.	Y		
Social distancing - toilets	Low	Staff limit the number of pupils (e.g., one in, one out) Bubbles will have different toilet facilities: YR - Boys KS1 toilet Y1/2 – Girls KS1 toilet Y3/4 – 3/4 toilet 5/6 – 5/6 toilet There will be split times around break and lunch for each bubble. Daily additional cleaning taking place, touch points cleaned at each break time.	Y		
Staff safety - social distancing	Med	Numbers limited in the staff room. Alternative spaces provided for lunch/break (music room/library) Staff meetings and CPD held virtually on MS Teams. Adults to maintain 2m distance from each other, and from children wherever possible Use of staff room minimised by staggering playtimes and lunchtimes. Staff to wear face masks and/or face shields when walking around the school building. Windows in staff room to be kept open to improve ventilation. Adults to behave as if they could have the virus, and to protect others from that risk.	Y	Regular reminders via email and weekly staff briefings.	
End of day procedures	Low	Parents collect children from playground at the end of the day. Parents to observe social distancing rules when waiting for their child. Parents to wear face masks when on site. Parents to leave the school grounds in a timely and orderly manner. One way system.	Y	Reminders to be communicated regularly to parents	
Social distancing - trips and events off site	Low	Currently no trips or events off-site	Y		

Social distancing if parents are in school	Low	No parents are to enter the school building. Parents to communicate with school via admin2605@welearn365.com email address Parents consultations to be held via Teams	Y		
Close proximity of staff and pupils	High	Adults should maintain 2m distance from each other, and from children wherever possible. Adults should avoid close face to face contact and minimise time spent within 1 metre of anyone. Support is in place for pupils who have complex needs or who need close contact care. Social stories will be used to reinforce social distancing requirements. Priors Field Covid rules shared regularly with children	Y	Vaccination to reduce risk for staff working 1:2:1 with children with additional needs and social care.	
Visitors to school	Med	There are currently no additional volunteers in school. The few that are in, are training for qualifications and are attached to a specific bubble. Any visitors to school will be sent the Risk Assessment in advance, where possible. Risk Assessment will be shared and explained with visitors on arrival – sections appropriate to their visit will be explained in detail.	Y		
First Aid	Med	First aid will be administered by an adult in the bubble group wherever possible. First Aiders to wear a mask, and any other PPE equipment they feel necessary. Designated area in KS1 corridor is used as the first aid base. Regular cleaning of First Aid area	Y		
Fire procedures	Low	In response to a fire bell, bubbles will evacuate their classroom through the classroom door, or nearest fire exit, and line up on the playground as normal. Bubble lines will be spaced out on the playground with 2m in between each line.	Y		

2. Quality of Education

How do we compensate for the gaps in pupils' knowledge and skills that will have developed following their extended absence from school?	High	Baseline and Autumn data have been used to identify gaps in pupils' learning and planning has been developed to address those gaps. Provision map has identified children in the Autumn term who need specific interventions Children will be assessed gradually over the course of Spring 2 to ascertain specific gaps and planning adapted accordingly Pupil engagement and remote learning has been closely monitored through the recent lockdown, and additional interventions will be put into place as necessary. Catch-up funding is planned to be used to address learning gaps through whole class learning, group work and 1:2:1. Kenilworth Consortia	Y		
Covering the full range of subjects - staff moving from class to class, peripatetic teachers, supply staff	Low	The full teaching curriculum will take place. Warwickshire Music Service are offering lessons to those pupils who have individual tuition. All subject areas will be taught, and subject areas not covered in remote learning will be prioritised.	Y	Teachers to provide additional opportunities to engage in music, art and practical science in particular on return to school.	
Curriculum adaptations	Med	Children will be taught maths and English as planned, linked to gaps in attainment and assessments made in the Autumn term. There will be a focus on improving writing and spelling alongside maths fluency and problem solving (SIDP)	Y		

Add to previous section		Other curriculum subjects will have been adapted to work at home, and investigative science will be taught when the children return to school with a focus on more knowledge-based areas of the curriculum. In other subjects, teachers have taught them as closely to what was planned, although where resources will be an issue for some children, appropriate adaptations will be made.			
Addressing the needs of all children	Medium	Where children have specific needs, individual or small group bespoke learning will be provided, including scaffolding to enable children to learn independent of additional support. All children with an EHCP who are in school will receive interventions linked to their personal action plans. SEND children have differentiated learning activities and additional input using TAs to support planning. This has continued throughout Lockdown to minimise impact to loss of learning. All children will be assessed upon return to school, and actions put in place to support next steps	Y		
Remote learning	Medium	The Padlet, that children are familiar with, will be used to deliver online learning if children have to be isolated due to Covid infection/isolation - Tapestry, Bug Club, TT Rock Stars, Spelling Shed, Purple Mash and MS Teams. Pre-recorded videos and clips are to be used. Learning and engagement will be monitored and areas where improvements can be made will be addressed. Links with other schools online to discover effective ways of providing learning will be maintained through HT attendance at consortium meetings.	Y		
Mental Health & Wellbeing	High	The children's emotional wellbeing will be the priority when the children return to school. PSHE opportunities given high priority over the first few weeks back in school. School counsellor will continue to provide face to face counselling. Teachers to closely monitor individual children identified as being 'at risk' during February pupil progress meetings.	Y	Parents Consultations in March 2021 to provide an opportunity to discuss wellbeing.	
Specific subjects where the risk of passing on any infection could be higher - music	Low	Individual music lessons offered by WMS will resume in school with all safety procedures in place. Music classes to be taught in class bubbles were possible (some lessons will involve mixing two bubbles – Y5/6 and Y 3/4). Singing will only take place in well-ventilated areas. Minimising sharing of equipment. Equipment to be sanitised after use.	Y	Recorders used in whole class music lessons will be numbered and allocated to a specific child, and then kept in their drawer. Where music lessons cross two bubbles children will be socially distanced 2m apart and track and trace will be used to minimise children self-isolating.	
Specific subjects where the risk of passing on any infection could be higher - sport	Low	PE and active learning (outdoor, Forest School) will be taught in class bubbles. Children will come to school in PE kit to avoid changing. Sport will take place outside where practicable. Minimising sharing of equipment. Equipment to be sanitised after use.	Y		
Catch up Recovery funding	Low	Individual and small group additional targeted interventions will take place in at school, using TAs in specific bubbles. Consortia will plan to convene DHTs to plan a Kenilworth-wide programme to maximise the benefit from funding.			
Ofsted inspections	Low	Ofsted Inspections will resume. PF inspected October 2019. Not currently due for a routine inspection.	Y		

		SLT will continue to monitor the provision of learning to all children to ensure that it is of the highest standard possible, seeking ways to continually improve. Staff meetings will address and support provision issues to ensure there is consistency across the school.			
Statutory Assessments	Low	Assessments have been suspended for KS1 and KS2 this year. Teachers will continue to prepare children thoroughly for the next stage of their education journey. Teachers will use previous years' assessments to help them to assess attainment and progress and inform planning. Teacher assessments will be moderated with other schools within the consortium.	Y		
Accountability	Med	Governors will continue to hold the school to account with respect to attainment and progress of the children. Progress towards areas of the SIDP will also be monitored closely and reported on at each governor's meeting.	Y		
3. Safeguarding					
School staff may not be aware of safeguarding incidents that occurred during the lockdown	Med	Operation Encompass notifications in place. DSLs maintain contact with social workers/keyworkers of pupils with CP Plans, CIN Plans and Early Help Plans. Any developments during lockdown are recorded. Teachers remain alert to comments children may make during the school day. PSHE tasks set to enable children to seek support if required. Regular face to face contact during lockdown	Y	A new electronic system for recording concerns and incidents to be introduced from April 2021 - CPOMs system.	
Pupils may suffer forms of abuse during lockdown and they have not had the opportunity to disclose these to anyone	Med	Teachers remain alert to comments children may make during the school day. PSHE tasks set to enable children to seek support if required.	Y		
Risk of exposure to inappropriate language or images when involved in live teaching sessions online	Low	Expectations of safe online teaching sessions communicated effectively to all families. Online sessions are used to explain rules for safe use of Teams for live teaching and practice procedures. Parents have all received regular updates and information on how to keep children safe online. Remote learning policy	Y		
Attendance	Low	School attendance will be mandatory for all registered pupils from 8 March 2021 and schools should record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) for all pupils. As normal, schools should not encourage parents to request unnecessary medical evidence such as doctors' notes when their child is absent from school due to illness. It is especially important in the context of the pandemic and the coronavirus (COVID-19) vaccination programme. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, etc. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues. Some pupils, parents and households may be reluctant or anxious about attending school. Schools are advised to:	Y	Schools are required to provide remote education to pupils who are unable to attend because they are complying with government guidance or legislation around coronavirus (COVID-19). Schools should keep a record of this activity but do not need to record it in the attendance register.	

		<ul style="list-style-type: none"> • discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks • continue to communicate clearly and consistently the expectations around school • attendance to families and any other professionals who work with the family where appropriate. • remind parents that pupils of compulsory school age must be in school unless a statutory reason applies. • identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them. This may include disadvantaged and vulnerable children and young people, pupils who were persistently absent prior to the pandemic and pupils who have not engaged with school regularly during the pandemic <p>To support families who will need additional help to secure pupils' regular attendance, schools can use the catch-up funding, existing pastoral, support services, attendance staff and pupil premium funding. If families require additional support: Family Information Service - fis@warwickshire.gov.uk (mailto:fis@warwickshire.gov.uk) - 01926 742274 Early Help and Targeted Support - Family Support Service - 01926 412412</p>			
Shielding pupils	Low	The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible while shielding advice applies nationally. School to request a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.	Y		
DSL capacity to cover potential increase in demand	Low	There are 3 trained DSLs: KG, KB, VL (TF to be trained in March 2021-Rainbow Club) Recording of safeguarding concerns accessible by all DSLs in school or working from home. At least one DSL present in school with all DSLs available at all times.	Y	A new electronic system for recording concerns and incidents to be introduced from April 2021 - CPOMs system.	
4. Pupils with SEND (including medical needs)					
Pupils with underlying health conditions are at a higher level of risk	Low	The medical needs of children with underlying health conditions are kept up to date by office staff and class teachers are aware. This information is displayed in staff room and kept in class folders the red folders in classrooms/office and all medicines/EpiPens are kept in the HT office. Key staff vaccinated February 2021	Y		
Staff with under-lying health conditions and/or pregnant staff are at a higher level of risk	Low	Staff considered to be seriously at risk are to follow advice and guidance given and work from home. Where a member of staff is considered CEV, or with underlying health conditions chooses to come into school, an individual risk assessment will be put into place and reviewed regularly. Pregnant staff to work from home from 28 weeks gestation statutory latest public health guidance.	Y		
Some pupils with SEND: - may have no awareness of space - may spit,	High	Individual Risk assessments to be updated to reflect the additional measures that will need to be followed in relation to these challenges (this may include the use of PPE), with specific reference to staffing requirements. Individual plans are in place for vulnerable pupils and those who will struggle to follow social distancing guidance. Plans to be will be communicated with parents, and all adults involved in the care of these children.	Y	Key staff working with vulnerable children vaccinated February 2021	

scratch or bite (hence social distancing cannot be implemented)					
Sudden announcement of a return to school for ASD pupils will cause anxiety	Med	Ensure parents of children who display anxiety have as much advance notice of start date as possible, so that they can prepare their child for the return to school (e.g., walk to school and back home each day– structure the day at home to begin to mirror the day at school – telephone call(s) between the pupil and teacher). Children encouraged to come into school before 8 th March to support them. Social stories prepared for a return to school for children who may have increased anxiety.	Y		
Work towards individual SEND targets	Med	Work is continuing where possible, as many of the children have been in school. ANP targets shared and discussed with parents of children who have been in school. Timely assessment of pupils linked to their specific targets on return to school – short, sharp interventions planned throughout the day and week to make up for lost learning and accelerate progress towards individual targets. ANPs reviews ongoing for children who have been at home. Remote meetings held to discuss next steps.	Y		
Medicines in school may become out-of-date	Low	JH to check all medications and inform parents/necessary bodies if they need to be replaced on return to school.	Y		
Shielding pupils	Low	Children will be able to access remote learning from home.	Y		
5. Emotional and Behaviour considerations					
Some pupils may experience a bereavement in their family during the school's closure (possibly in relation to COVID-19)	Low	KG/KB available to be contacted. Encourage parents to share any significant information about their child with the school (via email/telephone if possible). Provide in-school support and a named person (someone the pupil is close to) to support the pupil when they need it. Regular phone calls as a safe and well check. If required, access specialist support for the pupil, and if need be, their family.	Y		
Pupils with social and emotional difficulties may struggle with managing their behaviour and be reluctant to learn in school with a change of normal routine	High	Support in class and other interventions such as visual timetabling and social stories to support these pupils. Pupils will be closely monitored and provided with the relevant support to help them to manage their emotions (i.e., prevention is better than cure). Individual support plans will be created for pupils struggling to manage their behaviour. Routines will be established so that pupils know what to expect from each day.	Y		

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?	Med	Careful monitoring and altered provision for vulnerable individuals and discussion with VL (SENDCO) and new SAP (Significant Adult) based at St John's Primary School. Pupils who could be vulnerable to exclusion will be identified and a support package put in place for them. A range of strategies will be used to support children and work with families who are at risk of exclusion. Reduced time spent in school may be considered for children who are at risk of exclusion during lockdown.	Y		
EY children may struggle with the change to routine and full-time education	Med	A clear structure to the day will be established, including free-flow activities. A visual timetable will be used to support the children in knowing what will happen. Tasks for the day will be discussed together so expectations are clear.	Y	Flexibility in routine may be required on occasion, communicated to ASD children in advance where possible.	
Some pupils will not have any social contact with anyone out of their immediate family (some may not have the use of social media)	Low	Children have all had an opportunity to meet with their class peers online. This will be carefully monitored by staff to ensure content is appropriate. Safe and well checks by telephone have taken place for those children who are not able to access online communication outside of their immediate family. Careful monitoring of these children will take place on their return to school.	Y		
Some parents of vulnerable children may be reluctant to send them into school because of the risk of infection and bringing the virus back into the family home	Low	Risk Assessment shared with parents and conversations regarding measures put in place to keep children safe while in school will be arranged. Where parents of vulnerable children choose to keep children at home, regular safe and well checks will be made along with regular communication with social workers where appropriate. Reassure parents of the social distancing strategies that are being followed in school and the social, emotional and academic benefits associated with their child being back in school.	Y		
Support for emotional wellbeing	Med	Parents directed to mental well-being resources and encouraged to contact school if they have any concerns about a child's emotional well-being. VL/KB to support parents. Staff emotional well-being monitored by governors and SLT: all staff encouraged to share anxieties and issues with respect to workload etc. with HT or DHT. Staff work-load monitored by SLT and measures put in place to reduce workload where possible, for example suspend CPD and subject leadership tasks. Staff working in school have sufficient breaks through the day.	Y	Staff online meetings on alternate Tuesdays/Thursdays. Staff encouraged to meet/talk with colleagues and take a walk at lunchtimes if appropriate. Supervision and coaching available to all staff if required.	

6. Hygiene / Cleanliness and Health and Safety

Maintaining regular levels of hand washing/hygiene	Med	Pupils wash hands/use hand sanitiser as they enter the building at the start of the day and exit the building at the end of the day. Regular hand washing opportunities (20 seconds) to be timetabled into daily routines – ensure there are adequate supplies of anti-bacterial hand gel and soap. Staff to monitor closely compliance of pupils with hand sanitising.	Y		
When pupils sneeze or cough they will spread germs/bacteria, especially younger pupils/children	Med	Tissues readily available and lidded bins throughout school. 'Catch it, bin it, kill it' posters reminding children displayed throughout school. Instruction to use inside elbow.	Y	Regular reminders with 'cough and cold' season.	
Keeping the school clean to a higher level of cleanliness	Med	Additional equipment in every class and area containing anti-viral spray, cloths, wipes. Additional hand sanitiser dispensers by the office and at the entrance. Staff to anti-bac as part of daily routines using anti-bac spray on high touch points. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as Milton. Children will use anti-bac wipes to clean the keyboard and mouse after using IT equipment. The employment of additional cleaner staff will facilitate the more thorough cleaning of the school building. Purchase of specialised cleaning fluids for high touch points will enable a higher level of safety – these are to be used in all classrooms used by bubbles, as well as on lockers and in toilet areas on taps, locks and flushes.	Y		
What if there is a shortage of cleaners due to self-isolation or illness?	Med	Employment of new staff ensures that we now have 4 cleaners available if required to ensure higher levels of cleanliness. If one is absent, the work can be covered by the remaining cleaners, although additional hours may be needed.	Y		
How can schools limit the 'surfaces' that are shared between home and school to reduce the spread of any infection?	Low	Lunch boxes wiped down by children using lunch time cleaning equipment per bubble. Home-school communication through email, admin2605@welearn365.com All correspondence out of school to be emailed to parents and uploaded to the website. Correspondence into school to come via a phone call or email. All monetary transactions to be done via bank transfer whenever possible. Encourage pupils to bring only essential items into school. This is communicated to parents in the handbook. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources. Use of hand sanitiser before and after marking books.	Y		
Face coverings	Low	Adults should 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. Staff will wear face masks when walking around the school building, and when welcoming or dismissing children on the playground. Masks will be stored safely when not in use. Face shields are available to use if required, these are stored in the first aid cupboard.	Y		

Shared equipment	Med	<p>For individual and very frequently used equipment, such as pencils and pens, staff and pupils will have their own items that are not shared.</p> <p>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.</p> <p>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.</p> <p>Computer keyboards and mice will be wiped with anti-bac wipes after children have used them, before the bubble switches.</p>	Y		
7. Possible Covid-19 cases					
Pupil begins to show symptoms when in school (cough and/or temperature developing)	Med	<p>No child with any COVID-19 symptoms to attend school at any time. Any such pupil to be immediately isolated and sent home for a test.</p> <p>Pupil isolated and sent home as soon as possible.</p> <p>Staff to wear transparent face shields and / or face masks (in every class) while dealing with any symptomatic child.</p> <p>Classroom to be suitably treated including thorough cleaning if symptomatic child.</p> <p>Class will move to the hall or another room while classroom is cleaned on ALL high touch points and furniture and anti-bac'ed by staff with gloves/face masks if child has suddenly become symptomatic e.g., started coughing and sent home.</p> <p>Child will only return to school when a negative result has been seen, or the isolation period has finished if tested positive.</p>	Y	Adult supervising child will stay with the child, reassure child and check their safety until their parent arrives.	
Use of PPE in school if pupils develop symptoms and need assistance (particularly pupils with SEND)	Low	<p>PPE should be worn when dealing with a symptomatic child</p> <p>PPE available in the Music Room.</p>	Y	Caretaker and the rest of the cleaning team to ensure the classrooms and all communal areas are stocked up daily with all cleaning equipment.	
Member of staff begins to show symptoms when in school (cough and/or temperature developing)	Med	<p>Staff member to leave the site and access a test.</p> <p>Follow government guidance, and self-isolate until the test result is received.</p> <p>Adults may be required to move bubble if this occurs, and social distancing will need to be continued to be strictly enforced wherever possible.</p>	Y		
School is informed that a pupil attending has been a close contact of a positive case and needs to self-isolate	High	<p>Child will be collected as soon as possible in order to self-isolate.</p> <p>Child will wait in the library/music room until collected.</p> <p>Staff to wear transparent face shields and / or face masks (in every class) while supporting child.</p> <p>Child will only return to school when the self-isolation period has finished.</p>	Y		

Staffing shortages as a result of staff self-isolating	Medium	Bubbles will be covered internally where possible to reduce the risk of bringing the infection into the school. Where a teacher will be absent for a prolonged period, cover by a consistent supply teacher will be necessary and full explanation of Risk Assessment and procedures in place will be explained.	Y		
Test and Trace	Low	National awareness of test and trace via NHS/Govt campaigns. Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website. School has a limited supply of testing kits to provide in an emergency, should a family or staff member not be able to access a test at a testing station. Lateral Flow Testing to be used by all staff who are willing to participate, the testing kits have been distributed and all instructions issues to all staff.	Y	All staff do LFT on Sunday Eve and Wednesday Eve – results reported to HT Families will soon have access to regular testing should they wish to do so.	
What to do if anyone tests positive for Coronavirus.	Med	Schools should contact the local health protection team when they become aware of a confirmed case of Coronavirus. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The health protection team will: - carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. - work with schools in this situation to guide them through the actions they need to take. - provide definitive advice on who must be sent home. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. See guidance for definition of close contact. Schools should keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and: • if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. • if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. • Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.	Y		
Multiple suspected cases	Low	If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.	Y		

or increased absence		In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.			
What if an outbreak occurs?	Low	Schools should follow Public Health England guidance and support. In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.	Y		
Outbreak in local area	Med	If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. As above, follow local Public Health England guidance. In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils. School will communicate the relevant tier information to parents on the school website.	Y		
8. Transition					
Transition into EY	Low	N/A Spring term	Y		
Transition into Y1	Low	N/A Spring term	Y		
Transition into year groups within the same school	Low	N/A Spring term	Y		
Transition from Y6 to Y7	Low	Children's learning will ensure that they have the skills required for secondary school. Where PSHE discusses transition to secondary school, this will continue to be taught.	Y		
9. Finance					
The budget for 2021/2022 has not been set because the finance committee has been unable to meet	Low	All governors' meetings are held online and finance meetings will go ahead as planned.	Y		
Cancelled trips need to be refunded, but venues/coach companies have	Low	No trips are currently planned. Residential trip to Wales date has been moved to end of June. This has not yet been confirmed, but SLT and school office to monitor the situation and respond appropriately. Residential Trip to Whitby is booked for May – date needs moving or transferring to 2022.	Y	The venues for a residential trip for Year 6/Year 5 late in the Summer term have been contacted and plans in place should these be possible.	

not yet issued refunds					
Reimbursement of COVID-related costs	Med	School Business Manager to continue to assign COVID-19 cost budget heading meticulously throughout pandemic for all related expenditure (in case further claims become available).	Y	Latest claim form Jan to be looked at.	
Governors unaware of potential impact of lack of COVID-19 claims available in 2020/21 academic year.	Low	HT to update governors at finance meetings with COVID costs incurred and projected COVID costs moving forward.	Y		
10. Building work and logistics					
Accommodating staggered starts and finish times Reduced public transport service / LA organised transport	Low	<p>Staggered start times to be communicated to parents.</p> <p>Drop Off 8.45 – Reception (Outside Area Gate), Year 2 (KS1 Cloakroom) 8.50 – Year 1 (KS1 Cloakroom), Year 3 (Year3/4 Cloakroom), Year 5 (Year 5/6 Cloakroom) 8.55 – Year 4 (Year3/4 Cloakroom), Year 6 (Year 5/6 Cloakroom)</p> <p>Families with more than one child should arrive at the later allocated time</p> <p>Pick Up 3.15 - Reception (Outside Area Gate), Year 1 (Outside Area Gate) Year 2 (Classroom Door) 3.20 – Year 3 & Year 4 (Playground) 3.25 – Year 5 & Year 6 (Playground)</p> <p>Children will be admitted to the classrooms upon arrival. Baginton Bus service will continue as usual in line with Warwickshire risk assessment</p>	Y	This is subject to change to ensure safety at all times and appropriate staff ratios.	
Contractors on site / building work and maintenance	Med	Other visitors will be managed 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 is kept of all visitors.	Y		
Catering providers	Med	<p>Educaterers continue to provide dinners, adhering to school risk assessment. Hot dinners will be resumed with two sittings. Class bubbles will be socially distanced in the hall with ventilation and hygiene procedures in place.</p> <p>Sitting 1 – 12pm Year 3, 4, 5 in hall Year 6 in DT Area. Children sit at tables and wait to be called to be served. Each bubble clears table at same time to avoid children mixing. MDS to support this procedure. Children WILL NOT wander freely around the hall.</p> <p><u>Tables to be thoroughly cleaned in between sittings</u></p> <p>Sitting 2 – 12.40pm Year R, 1, 2 in hall. Children sit at tables and wait to be called to be served. Each bubble clears table at same time to avoid children mixing. MDS to support this procedure. Children WILL NOT wander freely around the hall.</p>	Y	Educaterers staff do LFT on Sunday Eve and Wednesday Eve – results reported to HT	

Building adaptations	Med	Staff to open windows to ventilate the classrooms while the children are outside at breaktimes and lunchtimes. Staff room windows to be kept open when staff are not accessing to increase ventilation. Doors will be propped open to avoid unnecessary touching. Children have designated handwashing facility in class bubbles.	Y		
Wrap around support - before and after school clubs	Medium	Before and after school care (Rainbow Club) is being offered until 6pm, 5 days a week. Where possible, children will be in bubbles – KS1/YR and KS2 to minimise mixing Track & Trace procedures in place should infection arise, assisting by our online booking system Rainbow Club to follow the school's Covid risk assessment	Y		
11. Recruitment and Staffing					
New staff need to be recruited for September	Medium	If recruitments are required, these will be done remotely where possible. Any visits to the school site will be done outside of school hours or following RA procedures.	Y		
Staff induction including NQTs	Medium	KH and JH to work with HT to support with induction of any new staff.	Y		
Student support	Medium	KB and JM to oversee their development and support. Liaise with Gateway Teaching Alliance and Warwick University Link Tutors to ensure this is consistent and all university requirements are met.	Y		
Staff who are clinically vulnerable or previously shielding	Medium	Staff to be supported on individual basis and RA in place for return to work.	Y	Clinically vulnerable staff have received the vaccine.	
Staff mental health and wellbeing	Med	Workload is considered to ensure focus is on good balance. Discussions of mental well-being activities and access to websites shared openly and discussed openly with staff. HT/DHT keeps a regular check on all staff and follows up where there are any concerns. Safe social times encouraged in small groups - socially distanced and well ventilated, to enable discussion and increase mental well-being for those in school. Online catch-up sessions planned for staff to be together virtually. Weekly feedback meeting for sharing concerns.	Y		
Staff deployment - teachers and teaching assistants	Med	All staff in school TAs will support children in school in a class bubble with as little mixing of bubbles as possible. MDS will support children in school in a class bubble with as little mixing of bubbles as possible. Staff are able to move between bubbles if necessary, but strict social distancing is to be maintained between staff at all times. This is only used if there are cover issues across bubbles.	Y		
Supply and temporary staff	Med	Supply staff will only be used as a last resort. Where supply staff are used, a consistent person is requested and SLT will ensure they are fully aware of the school Risk Assessment and procedures.	Y		
Volunteers	Low	Volunteers will not be working in school at this time, unless necessary for adult to child ratio and it is part of their training course. Volunteers are not allowed to work in more than one bubble. Volunteers will be aware of the school Risk Assessment and maintain social distancing with staff at all times and with children where possible.	Y		
12. Miscellaneous					
Staff training implications	Med	CPD sessions will be a time for staff to adapt planning and additional resourcing for learning where gaps have been identified.			

<p>Governors may be called upon to support leaders for example: in appeals, challenging situations or communication with parents</p>	<p>Med</p>	<p>CPD will be planned that can be delivered online, linked to the SIDP.</p> <p>Weekly communication between Chair and Headteacher will continue to occur. Where support is required, meetings will be organised where governors are able to attend virtually. SEND Governor and SENDCO to regularly monitor how vulnerable children are catered for appropriately.</p>		<p>HR and WES / Budget meetings to be considered as we approach a new financial year; these can be held virtually. Governor training held virtually.</p>	
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