



**Company name:** John Taylor MAT **Assessment carried out by** The Forest Family (All Saints CE, Rangemore and Needwood CE Primary School).

**Date of next review:** Week **Date assessment was carried out:** 14.7.20. Updated 1.9.20 then 15.10.20 then 9.11.20 and 3.1.2021 5.1.21 6.1.21 18.1.21 25.1.21 23.2.21 18.3.21 and 6.4.21 27.3.21

This plan follows the format of the HSE Risk assessment form and assesses risk and our solutions for mitigation of risk as well as management of our return plan and has been taken from: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Removed – planning guidance – as it changes so regularly, current planning guidance online is used.

### 3.5.21

#### Staffordshire is in Tier 4.

No current changes are necessary other than to note that staff, children and families are continuously reminded with a formal update on 4<sup>th</sup> January 2021. Some staff with to wear masks and visors now and as identified previously, whilst not advocated in primary schools, this will be enabled. Mask removal and cleaning updated section 2.8.

Further challenges arise in terms of staffing capacity but falls under 1.3

### 5.1.21

Schools closed by the Government.

Risk assessment remains in place for all measures but see additional risk assessment for working on 1 site for 2 schools and all rotas and plans,.

### 6.1.21

Due to the increase in key worker places we have reverted back to 2 schools. No material changes made to current plan. All classes are being used for bubbles. New Risk assessments at All Saints as our private provider is not offering wrap around care so we will do this as an extension of school. We have experience and papers from our governor run wrap around at Needwood.

### 18.1.21

Following a governor review we have added:

Clarity around bus travel.

Face masks visitors

Coms to all staff, even those not employed by us

### 25.1.21

Staff lateral flow testing introduced. READ SEPARATE LATERAL FLOW RISK ASSESSMENET presented to staff.

Specific training for senior leaders led by the government. All Attended.

Roll out training to staff. Right to withdraw. Set up GDPR and paperwork for use. Collection / sign out sheets.

### 23.2.21

On 22<sup>nd</sup> February the Government announced full opening of schools from 8<sup>th</sup> March 2021. Please read in conjunction with the new staff and parent pdf regarding procedures, measures and expectations for our full return which mirrors our Autumn term plans.

-Staff face covering added "In primary schools, face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas)." In order to manage full teaching and PPA requirements we will revert to some bubble crossing with strict distance and hygiene

**measures.** “All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Try to minimise the number of interactions or changes wherever possible.

8.3.21 We are attending the local swimming pool post the Easter break and children are expected to wear face covering on the transport to the site. And 6.4.21 after scrutiny of all the swimming Risk assessments – read in conjunction with them, a pool visit outlined clear procedures.

- There is a one-way system in place. We enter through the fire exit at the side entrance and there will be a hand sanitizer station. The children will enter through the single door where they will remove their shoes. The door from this area leads to the main pool deep end so a member of staff needs to cover this door to ensure no child goes through without an adult present.

-The children are allowed to go to the toilet but they must be accompanied and follow the one-way system. Once the lesson is complete the main pool children exit via the showers near the teaching pool to the changing village and the teaching pool children exit through the door at the far end of the TP. The children will change in single cubicles in the changing village. All areas will be cleaned before and after visits by staff but there are cleaning materials for us to use on stations should we need them.

-We then exit out of the changing village and through the main entrance of the Meadowside.

-All medical details and inhalers need to be provided poolside on the first lesson.

- There is a 15-minute gap between schools.

-The children should come beach ready (they advise clothes that are easy to take off and store in a bag) They wear hi vis so easily identified.

- Arm bands can be supplied but not fitted by a member of staff at the Centre.

No member of staff at the Centre is permitted in the water to aid teaching.

- See separate individual child RA for swimming / staff in pool and medical procedure.

27.3.21 Needwood are unable to secure a new lunchtime supervisor (2 appointments falling through) for maternity leave cover. This post was an additional post due to COVID so that children could eat and play in their bubbles. We are altering provision so that 2 bubbles eat together in the hall and then continue to play outside in their own bubble section. Please note, we have kept our bubbles deliberately small, some schools have whole groups of several classes with bubbles of 90 children so we have done well so far and, intend to keep them apart in every other aspect other than eating.

**Please read in conjunction with our Corona Virus Staff and Parental Plans on PowerPoint for key points to be clear.**

**If the risk owner is the Executive Headteacher (EHT) the contingency in their absence are the senior leadership team.**

**Where the risk manager is another member of staff, contingency is up line to senior leaders.**

What are the hazards?	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	What further action do you need to take to control the risks?	Residual risk rating (H/M/L)
I. Establishing a systematic process of partial opening, including social distancing – Risk owner – EHT					
I.1 Net capacity for full opening September					
Available capacity of the school is reduced when social distancing guidelines are applied	H	<ul style="list-style-type: none"> <li>Currently there are no guidelines for children – just best endeavours but to have the whole school back there will be children sat next to each other in class. We will endeavour to move tables as far apart as possible and as distanced as possible. Movement round school and play will still enable social distancing.</li> <li>Agreed circulatory routes etc. to enable social distancing at these time.</li> </ul>	Y  Y	-Cascade information to staff. -Dynamically manage staffing based on absences.	M

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		<ul style="list-style-type: none"> <li>Altered play and lunchtime plans in order to enable social distancing. EG Bubbles eating together. Appoint extra lunch staff Change from Summer 1 2021 due to inability to secure additional staff. 2 bubbles to eat together. Separate parts of hall. Front facing. Separate doors used. Parents notified.</li> <li>Ensure staff 'box' remains in place to social distance staff from children.</li> <li>EYFS specific - children will be enabled to have free flow activities and we will limit numbers of children at each activity and staff connection will be from a distance. Suitable spacing of activities, still minimise resources but used only in one bubble.</li> <li>Continue to enable a 'distance' learning in class approach / a hybrid approach so that staff are not close to children or needing to move round a room.</li> </ul>	Y		
1.2 Organisation of teaching spaces					
Classroom sizes will not allow adequate social distancing	H	<ul style="list-style-type: none"> <li>Classroom size and numbers reviewed.</li> <li>Class sizes and timetables and teaching structures amended.</li> <li>Staffing amended to ensure reduced need for movement between bubbles other than PPA cover and absence. From 8<sup>th</sup> March, this will still be high priority but, measures are in place where staff need to cross bubbles. We will endeavour to use the same staff for the same bubbles or, at lunch time for example, put one person between 2 bubbles on a split playground to supervise.</li> <li>Classrooms re-modelled, with chairs and desks in place to allow for whole class with as much social distancing as possible.</li> <li>Clear signage displayed in classrooms and school promoting social distancing – leave it at 2m as this is best case but not possible in classroom situations.</li> <li>Classes stay together with their teacher and do not mix with other children or staff. THIS IS A RISK as we have a large number of part time staff.</li> </ul>	Y Y Y Y  As best as possible.		M
1.3 Availability of staff and class sizes					
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning	H	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>Full use is made of those staff who are unable to be in school but who are well enough to support online.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> </ul>	Y	<ul style="list-style-type: none"> <li>Standby SLT to cover teaching the immediate need.</li> </ul>	M

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		<ul style="list-style-type: none"> <li>Full use is made of testing to inform staff deployment.</li> </ul>			
1.5 The school day					
<p>The start and end of the school day create risks of breaching social distancing guidelines.</p> <p>Parents adhering to expectations of not mingling and keeping younger children / collected children under control.</p>	H	<ul style="list-style-type: none"> <li>Pick up and drop off times are planned carefully.</li> <li>Alphabetical staggering and designated entrances and exits at Needwood.</li> <li>One-way system with special markers and entrances / exits at All Saints.</li> <li>The number of entrances and exits to be used is maximised</li> <li>Staff, parents and children are briefed and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. – cones for each family.</li> <li>Floor markings are visible where it is necessary to manage any queuing.</li> <li>Attendance patterns have been optimised to ensure maximum safety.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>Regular communication of rules and expectations and subsequent monitoring.</li> </ul>	M
1.6 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines	H	<ul style="list-style-type: none"> <li>Circulation plans have been reviewed and revised.</li> <li>Corridors are divided where feasible.</li> <li>Appropriate signage is in place to clarify circulation routes.</li> <li>Pinch points and bottle necks are identified and managed accordingly.</li> <li>Movement of children around school is minimised as much as possible.</li> <li>Children are regularly briefed regarding observing social distancing guidance.</li> <li>Appropriate duty rota and levels of supervision are in place.</li> </ul>	<p>Y</p> <p>Y</p> <p>Where possible</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>– regular communication of rules and expectations and subsequent monitoring.</p> <p>-</p>	L
1.7 Curriculum organisation					
Children will have fallen behind in their learning during school closures and achievement gaps will have widened	H	<ul style="list-style-type: none"> <li>Recovery curriculum written and planned</li> <li>Gaps in learning are assessed and addressed in teachers' planning.</li> <li>Plans for intervention are in place for those children who have fallen behind in their learning.</li> </ul>	Y	<ul style="list-style-type: none"> <li>Regular communication of expectations and subsequent monitoring.</li> </ul>	M

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1:1 provision or small group/		Where staff have small group/1:1 child they should endeavour to socially distance but this is likely to not be possible so use visors. Over 60s have specific risk assessment to always use visors under these circumstances.			
1.8 Staff workspaces					
Staff rooms and offices do not allow for observation of social distancing guidelines	H	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff have been briefed on the use of these rooms – we have opened a second area for staff to have a break as classrooms are used for children to eat and yet our room is not big enough for more than 2. This has been cascaded.</li> <li>We have marked chairs which are not to be sat on.</li> <li>Staff are reminded not to share pens etc. sanitise, phones, kettle, fridge etc. any desks visited which are not your own.</li> <li>We have split senior leaders and office staff into differing areas so that if one tests positive we have business continuity.</li> </ul>	Y Y Y Y	<ul style="list-style-type: none"> <li>Regular communication of expectations and subsequent monitoring.</li> </ul>	M/L
1.9 Managing the school lifecycle					
This still stands but are all in place.  Limited progress with the school's summer term calendar and work plan because of COVID-19 measures	M	<ul style="list-style-type: none"> <li>School calendar for the summer term rationalised.</li> <li>Senior Leadership Team (FLT) to include short- and medium-term planning.</li> <li>Staff recruitment for September 2020 completed.</li> <li>Staffing timetables, PPA and directed time plans completed.</li> <li>School improvement plans developed.</li> <li>SEFs updated in the light of school changes.</li> <li>Pupil and sports premium reports completed and uploaded.</li> <li>Performance review 2020 considerations planned</li> <li>CPD for 2020 planned.</li> <li>Curriculum and timetable for September 2020 completed.</li> </ul>	Y		L
Children moving into our school in reception	H	<ul style="list-style-type: none"> <li>After successful transitions, face to face and zoom, information packs being sent etc. Summer communication will be continued to support emotional needs and updates as to any changes as we move towards September.</li> </ul>	Y	<ul style="list-style-type: none"> <li></li> </ul>	L

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1.10 Governance and policy					
Governors are not fully informed or involved in making key decisions	H	<ul style="list-style-type: none"> <li>Online meetings are held regularly with governors.</li> <li>Governing bodies are involved in key decisions on reopening.</li> <li>Governors are briefed regularly on the latest government guidance and its implications for the school.</li> </ul>	Y Y Y	<ul style="list-style-type: none"> <li>Ensure Governors are communicated with at each level – remembering that not all Governors are parents and therefore not in our full communication loop.</li> </ul>	L
1.11 Policy review					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	H	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>Staff, children, parents and governors have been briefed accordingly.</li> </ul>	Y	<ul style="list-style-type: none"> <li>Communication with Governors and staff and families where necessary of changes made.</li> </ul>	L
1.12 Communication strategy					
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	M	<ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>Staff</li> <li>Children</li> <li>Parents</li> <li>Governors</li> <li>JTMAT</li> <li>Local authority/Regional Schools Commissioner / Professional associations</li> <li>Staff attending site who are not employed by us i.e. catering and cleaning. (No peripatetic on site), if tutors, etc. were coming they would be updated.</li> </ul> </li> </ul>	Y Y Y Y U Y where relevant	Regular monitoring and checks all groups communicated with.	L
1.13 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	H	<ul style="list-style-type: none"> <li>A clear staff information PPT provided and delivered, and repeated during INSET with any final changes.</li> <li>Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> <li>Infection control</li> <li>Fire safety and evacuation procedures</li> </ul> </li> </ul>	Y Y Y	<ul style="list-style-type: none"> <li>Plans sent to staff with good time and clarity on actions and rules/expectations.</li> <li>H&amp;S training with ATF includes infection control for all to complete during lockdown</li> </ul>	L

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		<ul style="list-style-type: none"> <li>• Constructive behaviour management</li> <li>• Safeguarding</li> <li>• Risk management</li> </ul>	Y Y Y		
New staff are not aware of policies and procedures prior to starting at the school when it reopens	H	<ul style="list-style-type: none"> <li>• Induction programmes are in place for all new staff – either online or in-school – prior to them starting.</li> <li>• The revised plans are issued to all new staff prior to them starting.</li> </ul>	Y  Y	We have 2 new staff, to ensure we have been really clear and, when in school, sign induction book. DONE	L
I.14 Free school meals					
Children eligible for free school meals do not continue to receive food / vouchers on the days that they are not in school	H	<ul style="list-style-type: none"> <li>• FLT and office staff ensure children eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school.</li> <li>- VOUCHERS PURCHASED FOR THE SUMMER HOLIDAYS</li> </ul>	Y		L
I.15 Risk assessments					
Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.	H	<ul style="list-style-type: none"> <li>• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> <li>• Different areas of the school</li> <li>• When children enter and leave school</li> <li>• During movement around school</li> <li>• During break and lunch times</li> <li>• Delivering aspects of the curriculum / provision where shared equipment is used – ensuring bubbles have their own equipment, toys etc. and they remain with that group.</li> </ul> </li> <li>- Returned items like books are quarantined. Parents have been communicated with by each class regarding drop off and when they are ready for collection. We have boxes in school with the word quarantine on for them to go into and these are dated.</li> <li>- Birthday cakes will not be given out.</li> <li>- When children use a pen for the whiteboard (main class) or shared flipchart etc. it must be sanitised between.</li> </ul>	Y  Y Y Y  Y	Regular communication of expectations and subsequent monitoring.  Ensure bubbles are self-sufficient and reevaluate tasks if necessary.	L

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		- As per Ralph (dog) risk assessment, children wash hands thoroughly between strokes interaction. No bubble mixing with activities for Ralph.			
1.16 School transport					
Changes to bus schedules as a result of COVID-19 adversely affect children's attendance and punctuality and do not align with staggered start and departure times  Bus transportation to the swimming pool.	H	NEEDWOOD ONLY The details of how children will travel to and from school are known prior to opening. • Effective liaison with bus companies is used as a basis for planning staggered start and departure times.  Children to wear face coverings when travelling. *See specific procedures and pupil specific RA for the pool.	Y	• Currently liaising with school journeys – secure info from families. • Plans for entry of children due to different times to stagger.	L
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19 - Risk owner – EHT					
2.1 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required  Touch points not having regular cleaning	H           H	• Liaise with SLA team. • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. • Ensuring all higher level cleaning can be conducted in the time and changes to cleaning staff hours are increased if necessary.  So we are not reliant on staff remembering, all touch points, door handles, taps etc. cleaned on the hour by all.  Added Zones: Classroom and classroom doors as well as the toilet doors of the bubble are on the hour each hour in order to help us remember, then id one is missed, the maximum amount at time is 2 hours or if remembered - more is better. Whist difficult when teaching, at each break time is not deemed regularly enough and to be on the hour is probably easier for everyone to remember.  Senior leaders and office staff will step out and do the Photocopier, door handles to all other rooms (millennium, medical, hall doors	Y  Y  Y	•	M



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		and rooms, Needwood rail in corridor). They can see each other and share but at least if one is tied up it should be enough and if done more it's not an issue.			
2.2 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that children and staff do not wash their hands with sufficient frequency	M	<ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> </ul>	Y	Orders already completed.	L
Children forget to wash their hands regularly and frequently	H	<ul style="list-style-type: none"> <li>Staff training includes the need to remind children of the need to wash their hands regularly and frequently.</li> <li>Posters reinforce the need to wash hands regularly and frequently.</li> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>	Y Y	-	L
Staff and children need their own soap due to regularly washing and irritability	H	<ul style="list-style-type: none"> <li>Communication and COSHH statements secured.</li> </ul>	Y	-	L
2.3 Clothing/fabric					
Clothes may increase the risk of the virus spreading	H	<ul style="list-style-type: none"> <li>We are returning to uniform and professional attire from September. Advice does not centre around washing clothes daily and we can alter plans if this is reinstated.</li> <li>Expectations and guidance are communicated to parents.</li> </ul>	Y Y		L
The use of fabric chairs may increase the risk of the virus spreading	H	TBC – there is nothing in the guidance about fabric and so, we have already moved fabric chairs and will maintain this until we feel have been advised otherwise. Ensure chairs are limited to single person use.	Y .		L
2.4 Testing and managing symptoms					

What are the hazards?	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	What further action do you need to take to control the risks?	Residual risk rating (H/M/L)
Testing is not used effectively to help manage staffing levels and support staff wellbeing	H	<ul style="list-style-type: none"> <li>Guidance on getting tested has been published.</li> <li>The guidance has been explained to staff as part of the induction process.</li> <li>Post-testing support is available for staff through the school's health provider.</li> </ul>	Y Y Y	-	M
Infection transmission within school due to staff/children (or members of their household) displaying symptoms	H	<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and children and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> <li>Children, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms.</li> <li>WE AWAIT UPDATED GUIDANCE ON SHIELDING but – this includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply.</li> <li>A record of any COVID-19 symptoms in staff or children is reported to the trust or local authority.</li> </ul>	Y Y Y Y	<ul style="list-style-type: none"> <li>Clear in our covid plan. Communication and monitoring.</li> </ul>	M
Staff, children and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	L	<ul style="list-style-type: none"> <li>Staff, children and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and children as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> <li>All children within a bubble should be notified if one falls ill (or a member of staff falls ill) without disclosing names or medical information.</li> </ul>	Y Y	Regular reminders.	L
Staff, children and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	L	<ul style="list-style-type: none"> <li>Staff, children and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and children as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y Y Y	-	L

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2.5 First Aid/Designated Safeguarding Leads					
<p>The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk</p> <p>Lack of information and training for first aiders to support safely.</p>	M	<ul style="list-style-type: none"> <li>First Aid certificates extended for three months TBC is this continued – as a school we have a lot of first aiders so should be ok.</li> </ul> <p>Communicate:</p> <p><b><u>key controls if treating a person with symptoms of Covid-19:</u></b></p> <p>Wash/sanitise hands before and after treating a person - follow handwashing guidelines</p> <p><a href="https://www.gov.uk/government/news/public-information-campaign-focuses-on-handwashing">https://www.gov.uk/government/news/public-information-campaign-focuses-on-handwashing</a>).</p> <p>Wear PPE as required</p> <p>When performing CPR phone an ambulance and use compression only CPR until the ambulance arrives.</p> <p>If a decision is made to perform mouth-to-mouth ventilation, use a resuscitation face shield where available</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>A large number of staff are trained, 3 senior leaders with Safeguarding also.</p> <p>Communication with first aiders.</p>	L
	M	<p>Wash/sanitise hands before and after treating a person - follow handwashing guidelines</p> <p><a href="https://www.gov.uk/government/news/public-information-campaign-focuses-on-handwashing">https://www.gov.uk/government/news/public-information-campaign-focuses-on-handwashing</a>).</p> <p>Wear PPE as required</p> <p>When performing CPR phone an ambulance and use compression only CPR until the ambulance arrives.</p> <p>If a decision is made to perform mouth-to-mouth ventilation, use a resuscitation face shield where available</p>			
2.6 Medical rooms					
Medical rooms are not adequately equipped or configured to maintain infection control	H	<p>All Saints only: Social distancing provisions are in place for medical rooms.</p> <ul style="list-style-type: none"> <li>Additional rooms are designated for children with suspected COVID-19 whilst collection is arranged. – we do not have the space for this so will need to use an office or the medical / millennium room and make contingency plans should this situation arise.</li> <li>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p>		M
2.7 Communication with parents					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	M	<ul style="list-style-type: none"> <li>As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>A COVID-19 section on the school website and newsletter is created and updated.</li> <li>Parent and pupil rules and expectations information provided.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p>		L

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Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	H	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.</li> </ul>	Y	Regular reminders.	L
2.8 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines	M	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> </ul> <p><b>Safe wearing and removal of face coverings</b></p> <ul style="list-style-type: none"> <li>Our process for removing face coverings when those who use face coverings arrive at school and when face coverings are worn at school: <ul style="list-style-type: none"> <li>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. Parents are expected to provide a plastic bag for storage and disposal at home.</li> <li>Children/staff must be reminded not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in plastic bag brought from home and taken home for disposal.</li> <li><b>HAND WASHING THROUGHOUT.</b></li> </ul> </li> </ul>	Y  Y  Y	<p>Visor provided for medical procedures, toileting and first aid.</p> <p>Communication and monitoring.</p>	L
3. Maximising social distancing measures - Risk owner – EHT					
3.1 Pupil behaviour					

What are the hazards?	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	What further action do you need to take to control the risks?	Residual risk rating (H/M/L)
Children' behaviour on return to school does not comply with social distancing guidance	H	<ul style="list-style-type: none"> <li>• Clear messaging to children on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, and floor markings. For young children this is done through age-appropriate methods such as stories and games.</li> <li>• Staff model social distancing consistently.</li> <li>• The movement of children around the school is minimised.</li> <li>• Large gatherings are prohibited.</li> <li>• Break times and lunch times are carefully planned for areas and staffing to support social distancing and are close supervision.</li> <li>• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, children and parents.</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>• Messages to parents reinforce the importance of social distancing.</li> <li>• Arrangements for social distancing of younger children have been agreed and staff are clear on expectations.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		M
3.2 Classrooms and teaching spaces					
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	H	<ul style="list-style-type: none"> <li>• Net capacity assessment completed, with each classroom and teaching space compliant with no real social distancing measures in teaching spaces other than segregation of staff and children. Best endeavours of furniture configuration are made.</li> <li>• All furniture not in use has been removed from classrooms and teaching spaces.</li> <li>• Arrangements are reviewed regularly.</li> </ul>	<p>Y</p> <p>Y</p>		L

What are the hazards?	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	What further action do you need to take to control the risks?	Residual risk rating (H/M/L)
Not adequate ventilation  Cold weather makes people want to close ventilation.	M	<ul style="list-style-type: none"> <li>Open windows and prop open doors (unless fire risk)</li> </ul> Staff and children expected to wear more and exploration of heating system underway.	Y	Communication with staff.	L
3.3 Movement in corridors					
Social distancing guidance is breached when children circulate in corridors	H	<ul style="list-style-type: none"> <li>Circulation plans have been reviewed and amended.</li> <li>One-way systems are in operation where feasible – but challenging in our environments.</li> <li>Circulation routes are clearly marked with appropriate signage / floor markings.</li> <li>Any pinch points/bottle necks are identified and managed accordingly.</li> <li>The movement of children around school is minimised as much as possible.</li> <li>Where possible, children stay in classrooms and staff move around.</li> <li>Children are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>Appropriate supervision levels are in place.</li> </ul>	Y Y Y Y Y Y Y	Communication and expectations.  Support for young children, exercise, singing et.c to maintain concentration.	M
3.4 Break times					
Children may not observe social distancing at break times	H	<ul style="list-style-type: none"> <li>Break times are carefully planned with space and supervision.</li> <li>External areas are designated for different groups.</li> <li>Children are reminded about social distancing as break times begin.</li> <li>Social distancing signage is in place around the school and in key areas.</li> <li>Supervision levels have been enhanced, especially with younger children, to support social distancing.</li> </ul>	Y Y  Y Y  N not enough staff but rations good		M
3.5 Lunch times					

What are the hazards?	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	What further action do you need to take to control the risks?	Residual risk rating (H/M/L)
Children may not observe social distancing at lunch times	H	<ul style="list-style-type: none"> <li>Carefully planned lunches – staffing, rooms, play spaces.</li> <li>Packed lunches only – limits use of cutlery, movement etc. (September plans with kitchen – see what the new norm looks like and introduce hot meals where possible). <b>Careful plans and practice in place to manage movement and queuing for lunches as hot meals are introduced. Safe cleaning practices so staff do not enter children's space or do so safely.</b></li> <li>Children are reminded about social distancing as lunch times begin.</li> <li>Children wash their hands before and after eating.</li> <li>Dining area - children in classrooms in bubbles.</li> <li>Floor markings are used to manage queues and enable social distancing.</li> <li>Guidance has been issued to parents and children on packed lunches (e.g. the use of disposable bags instead of lunch boxes).</li> <li>Eating areas are cleaned after lunch.</li> </ul>	Y Y Y Y Y Y	•	M
3.6 Toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures	H	<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>Designated toilets provided for each bubble.</li> <li>Floor markings are in place to enable social distancing.</li> <li>Children know that they can only use the toilet one at a time.</li> <li>Children are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>The toilets are cleaned frequently.</li> <li>Monitoring ensures a constant supply of soap and paper towels.</li> <li>Bins are emptied regularly – and are flip tops to contain contents.</li> <li>Children are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>	Y Y Y Y Y Y Y	•	L
3.7 Medical Rooms					

What are the hazards?	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	What further action do you need to take to control the risks?	Residual risk rating (H/M/L)
The configuration of medical rooms may compromise social distancing measures	H	RM only Social distancing provisions are in place for medical rooms. <ul style="list-style-type: none"> <li>Additional rooms are designated for children with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>	Y Y Y	•	M
3.8 Reception area and areas around school when people enter school					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines  Hygiene and sanitisation of area and items used is not adequate.	NA	<ul style="list-style-type: none"> <li>Lines outside expect all to queue – crosses on floor as to where to stand.</li> <li>Only one on entry at a time.</li> <li>Social distancing points are clearly set out, using floor markings, continuing outside where necessary.</li> <li>Office staff expected to open window and stand back.</li> <li>Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).</li> <li>Social distancing expected throughout visit.</li> <li>Non-essential entrance to school will be controlled such as deliveries to be outside.</li> <li>Visitors to school are minimised and balance of risk is considered when arranging visits such as psychologists, social workers, attendance officers, business functions etc.</li> <li>Arrangements are in place for segregation of visitors.</li> <li>No parents on the premises except for specific meeting such as SEND and where volunteering is deemed necessary or safe – such as outside reading.</li> </ul> <p>If appropriate visitors will wear masks but only have to wear them if they cannot social distance or choose to. BUT they will always wear masks in Class 2 at Needwood where vulnerabilities are higher. For clarity, visitors will wear masks. Communicate with HT if this is a concern / issue.</p> <p>Office staff take the details from the visitor rather than sharing pad and expect QR code track and trace. If a visitor uses a pen (or anything else in school) it is to be sanitised.</p>	Y Y Y Y Y Y Y	<ul style="list-style-type: none"> <li>Communication with staff, parents and potential known visitors – of expectations.</li> </ul>	NA
3.9 Arrival and departure from school					



What are the hazards?	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	What further action do you need to take to control the risks?	Residual risk rating (H/M/L)
Children and parents congregate at exits and entrances, making social distancing measures difficult to apply	H	<ul style="list-style-type: none"> <li>Start and finish times are staggered (Needwood) and carefully planned, one way, demarcated and different entrances etc Rangemore.</li> <li>The use of available entrances and exits is maximised one way at AS and 2 sites at NW).</li> <li>Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.</li> <li>Weekly messages to parents stress the need for social distancing at arrival and departure times.</li> </ul>	Y Y Y Y	<ul style="list-style-type: none"> <li></li> </ul>	L
3.10 Transport					
The use of public and school transport by children poses risks in terms of social distancing	H	<ul style="list-style-type: none"> <li>Guidance on busses –guidance is in place for children and parents on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings if children are travelling with children other than from their own class.</li> <li>Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied.</li> </ul> <p>Local plans: Children have a seating plan which they adhere to. The children will wear masks as agreed by all families despite there not being any expectations at this age group by the government.</p>	To prepare  Y	<ul style="list-style-type: none"> <li>Prepare liaise with journey team for advice</li> </ul>	M
3.11 Staff areas					
The configuration of staff rooms and offices makes compliance with social distancing measures problematic	H	<ul style="list-style-type: none"> <li>Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff.</li> </ul>	Y	<ul style="list-style-type: none"> <li></li> </ul>	L
4. Continuing enhanced protection for children and staff with underlying health conditions - Risk owner – EHT					
4.1 Children with underlying health issues					

What are the hazards?	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	What further action do you need to take to control the risks?	Residual risk rating (H/M/L)
Children with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	H	<ul style="list-style-type: none"> <li>Parents have been provided with clear guidance and this is reinforced on a regular basis.</li> <li>Parents have been asked to make the school aware of children's underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> <li>The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>Schools have a regularly updated register of children with underlying health conditions.</li> </ul>	Y Y Y Y		L
4.2 Staff with underlying health issues					
<p>Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them</p> <p>Staff who have been identified since November 5<sup>th</sup> as being in the at risk category such as BAME and over 60.</p>	H	<ul style="list-style-type: none"> <li>All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated.</li> <li>Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance.</li> <li>Current government guidance is being applied.</li> </ul> <p>Staff who are BAME/Over 60 or have specific health conditions to have a specific risk assessment bespoke for them.</p>	Y Y Y Y Y Y		L
5. Enhancing mental health support for children and staff - Risk owner – EHT					
5.1 Mental health concerns – children					
Children' mental health has been adversely affected during the period that the school has been closed and	H	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support children with mental health issues.</li> <li>There is access to designated staff for all children who wish to talk to someone about wellbeing/mental health.</li> </ul>	Y Y		M

What are the hazards?	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	What further action do you need to take to control the risks?	Residual risk rating (H/M/L)
by the COVID-19 crisis in general		<ul style="list-style-type: none"> <li>Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger children to help talk about feelings).</li> <li>Resources/websites to support the mental health of children are provided.</li> <li>Recovery curriculum includes planned weeks across forest family re connection and wellbeing.</li> <li>Regulation spaces, mental health toolkits and talk time included as part of plan</li> </ul>	Y  Y		
5.2 Mental health concerns – staff					
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> <li>FLT are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Workload has been considered and distribution of roles (home / distance learning and in school planning) and PPA provided –use of shielding staff at home is effective.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff briefings/training on wellbeing are provided.</li> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Y Y Y Y		M
IF NECESSARY Working from home can adversely affect mental health	H	<ul style="list-style-type: none"> <li>Staff working from home due to self-isolation have regular catch-ups with colleagues</li> <li>Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise- socially distanced.</li> <li>Appropriate work plans have been agreed with support provided where necessary.</li> <li>Staff working from home may help provide remote learning for any children who need to stay at home.</li> </ul>	Y Y Y Y		M
5.3 Bereavement support					
Children and staff are grieving because of loss of friends or family	H	<ul style="list-style-type: none"> <li>The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>Support is requested from other organisations when necessary.</li> <li>Packs and books are prepared.</li> </ul>	Y  When applicable		M

What are the hazards?	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	What further action do you need to take to control the risks?	Residual risk rating (H/M/L)
6. Maintaining educational provision for children of key workers and vulnerable children - Risk owner – EHT					
6.1 Maintaining provision					
Attendance expectations and reluctance.	M	<ul style="list-style-type: none"> <li>Pastoral and emotional support provided.</li> <li>Expectations clear.</li> </ul>	Y	•	L
7. Operational issues - Risk owner – EHT					
7.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements	H	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to:</li> <li>Possible absence of fire marshals (several fire marshals are in place)</li> <li>Social distancing rules during evacuation and at muster points</li> <li>Possible need for additional muster point(s) to enable social distancing where possible</li> <li>Staff and children have been briefed on any new evacuation procedures.</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	Y Y Y Y Y		L
Fire evacuation drills - unable to apply social distancing effectively	H	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> </ul>	Y		L
Fire marshals absent due to absence	H	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	Y		M
7.2 Managing premises on reopening after lengthy closure					
All systems may not be operational	H	This should not apply as both schools have been open and all maintenance and compliance has been adhered to.	Y		L

What are the hazards?	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	What further action do you need to take to control the risks?	Residual risk rating (H/M/L)
Statutory compliance has not been completed due to the availability of contractors during lockdown	L	<ul style="list-style-type: none"> <li>As above.</li> </ul>	Y All maintained		L
7.3 Contractors working on the school site					
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	H	<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, children and contractors safe.</li> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times.</li> <li>Temperature checks are carried out on arrival and before entering the school building.</li> <li>Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/children are kept apart.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> <li>Restriction of contractual visitors to the school site to as small a number as possible.</li> </ul>	Y  Y  Y  Y  Y		M
8. Finance - Risk owner – EHT					
8.1 Costs of the school's response to COVID-19					
Taken out this section but TBC if needs to be added to.					

What are the hazards?	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	What further action do you need to take to control the risks?	Residual risk rating (H/M/L)
9. Governance - Risk owner – EHT					
9.1 Oversight of the governing body					
Lack of Governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	M	<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>The Headteachers / Business managers report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> <li>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</li> <li>Governors will engage with the School Representation Group of the Trust</li> <li>Trust documents and CST updates will be shared with them.</li> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place</li> </ul>	Y Y Y Y Y		L
10. Additional site-specific issues and risks - Risk owner – EHT					
ADDITIONAL Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
Additional advice by the Government  Infection through singing and sharing instruments  Active lessons, breathing, proximity of children, shared equipment.	H	<p>Music will be outside wherever possible, large groups will not sing together (classed as more than 15). Wind instruments will not be shared. Shared instruments will be cleaned after use. The advice suggests that they sit back to back and sing so this would have to be outside</p> <p>PE Will be outside wherever possible and we will have smaller groups if PE needs to be inside.</p> <ul style="list-style-type: none"> <li>- Keep pupils in small consistent groups</li> <li>- Equipment used must be thoroughly cleaned between groups</li> <li>- Avoid contact sports</li> </ul> <p>Where sports take place inside, maximising distance between people and scrupulous attention to cleaning and hygiene is required</p>	Y  Y	<ul style="list-style-type: none"> <li>Communication</li> </ul>	L  L

What are the hazards?	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	What further action do you need to take to control the risks?	Residual risk rating (H/M/L)
		<p>External facilities can be used, and government guidance on transport must be followed if transport is used.</p> <p><b>External sports coaches</b></p> <p>External coaches can be used where it is safe to do so within the school's protective measures and should consider how the external provider will deliver their activities safely. Risk assessments should also be provided by external providers for school to make these decisions.</p>			
Breakfast and afterschool club – not adhering to principles		<p>Communicate well with staff regarding key principles of:</p> <p>Hand washing, Sanitisation. Cleaning Social distancing</p> <p>In particular:</p> <ul style="list-style-type: none"> <li>- Bubbles will remain together in designated are of club</li> <li>- Food will be simple and wherever possible not require any cutlery or crockery.</li> </ul> <p>Changes – breakfast booking system introduced so we know who to expect. Timings clear at 2 drop off times and a different point to prevent unsafe movement.</p>		•	

### Assessment

**Signature of Assessor(s):**

**Print Name:**

**Date Assessed:** 14<sup>th</sup> July 2020 updated 23.2.2021

### Communication and Review

This risk assessment should be communicated to all employees and relevant persons who may come into contact with the hazards being assessed. The assessment must be reviewed annually or following a significant change, accident or violent incident.

  
C. Gethin

**Signature of Line Manager: FOR M DONOGHUE TO ADD**

**Print Name:** C. Gethin

**Review Date:** Daily if necessary, as things evolve.