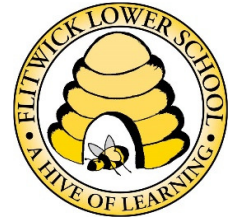


Flitwick Lower School

UPDATED Risk Assessment form



The document is organised into 5 sections:

1. Prior to opening
2. On Opening
3. Safeguarding
4. Governance
5. Finance/ Business considerations

Risks should be assessed as:

Red: High risk (significant impact on the school's ability to function safely/ make required or appropriate provision)

Amber: Medium risk (some challenges but able to sufficiently reduce risks to function safely / take action to make required or appropriate provision)

Green: Low risk (Systems/ processes are in place or can readily be implemented to significantly reduce any risk/ make required or appropriate provision)

Please note:

- *Schools should only open where they consider it safe and correct to do so based on a risk assessment.*
- *Schools should seek to meet the expectations of the national guidance documents in all of their planning.*

| Prior to opening | | | | |
|--|-----|--|---|------------------------------|
| Staff considerations | | | | |
| Assessment Area | RAG | Action taken | Action to be taken | LA support / project needed? |
| Staff who are medically extremely vulnerable have been identified and consulted as to their safe return to work/ ability to fulfil their roles from home/ ability to be socially distanced in the workplace in accordance with COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable | | 1 to split working from home and at school in a distanced location. | Timetable to be completed regarding hours worked and the split of the week between home and school working. | |
| Staff who are clinically vulnerable, including pregnant women, have been consulted about their safety at work and advised to follow the relevant guidance available for clinically-vulnerable people . | | Meeting to be undertaken by JN in last week of holiday with 2 members of staff affected. | Risk assessments to be completed. | |
| If people with significant risk factors are concerned, their concerns have been discussed with them and the measures the school is putting in place to reduce risks have been explained. School leaders should try as far as practically possible to accommodate additional measures where appropriate. COVID-19: review of disparities in risks and outcomes report . | | Risk assessment started to review risks. | 1:1 meetings on Inset days | |
| Risk assessments have been carefully completed in consultation with any clinically vulnerable staff member, including women who are pregnant, who choose to take on roles that don't allow for safe distancing. Whether this risk is acceptable has been discussed with them. | | Risk assessments in place following return to work in June 20 reviewed | Reviewed at key points throughout the pandemic. | |
| Determined staffing thresholds for opening/ remaining open in accordance with the current guidance, have been agreed with governors: enabling consistent pupil bubbles; minimising contact between children and staff; limiting changes in staff for each pupil group in secondary schools; and adhering to Early Years staffing ratios. | | 1 teacher per class with 1 or 2 support staff working across the year group bubble. 2 members of office staff on site, 1 to work remotely and on site for short intervals See staffing structure documents | | |
| The NHS Test and Trace process is understood, including how to contact the local Public Health England health protection team . Staff members and parents/carers understand that they will need to be ready and willing to book a test and to self-isolate should the need arise. | | | To be updated to parents at regular intervals | |

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| Staff have been informed of self-isolation requirements (in the event that they or a member of their household is symptomatic for COVID-19 and / or has been tested positive for COVID-19) and testing arrangements (in the event that they or a member of their household displays symptoms of coronavirus). | | | Added as an item on regular briefing notes. | |
| The school is able to draw on appropriately qualified staff in nearby schools should a key person be absent. E.g. SENCo, DSL, Finance Manager | | 2 x DSL available and working in tandem 1 SENCo working at home.... Then on maternity leave 21.9.20 HT able to step in when necessary as are other senior leaders Links with other schools strong to support each other | | |
| There is appropriate cover in terms of appointed persons e.g. emergency first aid at work trained staff / first aid at work trained staff and staff with a paediatric first aid qualification as determined by the school's first aid needs assessment. | | 3 Additional staff now trained in paediatric first aid.. therefore 4 member of staff plus one first aid at work trained. | Additional training booked for 4 other members of staff. | |
| Contingency plans are in place should a member of staff be taken ill e.g. staff cover. | | Staffing will be limited if too many become ill, support staff available to cover as per government guidance | Identify any additional teaching staff availability ... supply teaching that can be limited to FLS only. | |
| The school has assessed the impact of the crisis on individual staff and can support them/ signpost them to support e.g. loss, bereavement, anxiety. | | Links with Chums and other services available. CBC counselling services | | |
| The school has the processes and means to support staff well-being and manage anxieties on reopening to all pupils. | | Clear procedures in place... strong mentoring systems in place. Staff already trained on well-being and mindfulness activities | | |
| Consideration given as to how the school will safely allow external visitors and who will be permitted in the early stages e.g. contractors, LA personnel, external agencies supporting children etc. | | School has limited external visitors to emergency access only or necessary work. All meetings with external people taking place via Teams / Zoom | Guidelines expressed by staff when booking a meeting. | |
| Pupil/ Parent Considerations | | | | |
| Assessment Area | RAG | Action taken | Action to be taken | LA support / project needed? |
| The majority of previously shielded/ clinically vulnerable pupils can now return to school. The school has in place arrangements for those pupils who may need to shield if there is a local rise in transmission rates or who need to continue to take extra measures on the basis of clinical or public health advice. | | List of vulnerable pupils Children seated in a well ventilated and shielded area of the classroom. | Update list of pupils to ensure all staff aware of key pupils | |

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| | | Learning platform / work to be provided should they have to shield at home. 1:1 phone calls in place to support. | | |
| The school has communicated with parents of previously shielded and clinically vulnerable pupils about the protective measures in place and to encourage their attendance in school, according to recent guidance and their own health advice. | | Clear guidelines published and updated. | Updated guidance and risk assessment to be uploaded onto the website | |
| Awareness of the impact of the crisis on individual pupils / families. | | In regular contact with these families and teachers contacting pupils who are struggling | Review networks after the holidays and touch base with all families. | |
| An updated list of key worker families/ vulnerable pupils who will still need a school place, should schools be asked to close again. | | Key worker list is up dated weekly and reviewed with parents. | | |
| The school has communicated with parents re. supporting their child's readiness to return to school. | | Initial letter sent 15 th May / 24 th May / regular newsletters Website and learning platform still updated regularly. | | |
| The school's behaviour policy has been reviewed, amended and communicated to pupils, parents and staff (in line with current guidance and also Annex A of https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles) | | Behaviour policy updated during May / June to include information regarding children not abiding by rules... COVid 19 agreement must be signed by all parents and children attending school which includes the requirements. | Staff to plan in PSE sessions regarding following the rules and consequences if you don't. Strategies to be reviewed for children with more challenging behaviours. | Do Jigsaw have an amended risk assessment form for the children they are supporting. |
| The reintegration of pupils with EHCPs has been thought through and planned for individuals. Protective measures have been discussed with pupils, parents and staff working with the pupil. | | These children have been accessing school during the partial closure... | Staff contact parents regularly to keep in touch. | |
| PPE needs have been assessed in terms of standard requirements (e.g. for cleaning, pupils care, etc.) and emergency requirements (e.g. where a pupil / member of staff becomes ill with coronavirus symptoms whilst on site) with appropriate stock ordered as required and maintained in line with: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings | | PPE equipment in key areas of the school and located where they are needed for key pupils who already have intimate care.. PPE available to staff supporting pupils who become ill on site. This is explained to the children at the time and the staff are known to the children. | Additional visors ordered for January 21 | |
| Pupils have been organised into bubbles, according to current government guidance, so that groups are as consistent as possible, pupils' contact with staff is minimised and staff changes are limited whilst also enabling pupils to receive a broad and | | Children can be split into groups of up to 30 some may be smaller due to class sizes.. 1 teacher with each class and support staff to be consistent. | | |

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| balanced curriculum that meets their educational needs within that phase. | | Children taught in own classroom.. Each classroom has an external door which will further minimise this risk. See return to school document. | | |
| Drop off/ pick up protocols, minimising adult contact, have been written and communicated to parents, including: only 1 parent to attend the site; staggered/ allocated drop off/ pick up times; distancing measures; gathering at gates and doors is not allowed; attending the site by pre-arranged appointment only. Signage is in place as appropriate to reinforce/ remind people of the messages. | | Social distancing protocols in place when entering the school grounds. Communications to parents state only 1 parent and priority entry and exit points and timings External visitors are only allowed access to site via pre-arranged appointments All signage is in place. | | |
| Decisions have been made about allowing lettings, including before or after school care provision, ensuring safety, social distancing and cleaning. | | Lettings have been contacted regarding start dates. Wrap around care to start in September – numbers are limited. | | |
| Physical/ Environmental/ Logistical Considerations (some overlap with Health and Safety) | | | | |
| Assessment Area | RAG | Action taken | Action to be taken | LA support / project needed? |
| Safe entrances/ exits for staff and pupils are determined such as staggered times/ one or multiple entrance or exit points. E.g. use of fire exit doors that open to fresh air utilised as primary entry/ exit points to reduce internal circulation and help separate groups. | | Staff will use main entrance and be on site no later than 8.30am, to allow for site to be cleared for arrival of the first group of children Multiple entry and exit points identified. | | |
| Entry and exit arrangements have been communicated/ marked out and will be supervised as necessary. Where needed, there are instructions and/ or floor markings (in terms of circulation route or travel direction) e.g. one way systems, always walking close to the left hand wall (from your perspective) when walking down corridors not designated as one-way. | | All areas marked out clearly and staff on site to support parents with drop off and pick up. | | |
| An assessment of the rooms in use and the ability to socially distance, according to the current guidance, has been carried out. | | All spaces have been assessed and set out prior to agreements on ways of social distancing. | | |
| Where there is the capability to, steps have been taken to limit interaction, sharing of rooms and social spaces between groups as much as possible. | | Shared area only to be used by year group bubbles. Quiet rooms allocated to small groups and timetabled. No entry through the school unless supervised by an adult. | | |
| All unnecessary furniture/ items have been removed from those rooms to be used and stored elsewhere if possible. | | All furniture not in use has been removed. | | |

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| Furniture is appropriately set-up to enable pupils to be socially distanced as much as possible, according to current government guidance, whilst taking into account circulation routes and emergency egress needs. Markings are in place where these are helpful e.g. seating places, designated carpet places etc. | | All rooms set with children in pairs and front facing. Marked areas for staff to remain socially distant. Children keep resources in trays on tables to limit the movement around the room. | | |
| Arrangements are in place to reduce movement around the building. *See note 5 | | All year groups have designated areas and do not need to cross areas due to outside access. | | |
| Further alterations made to timetables that minimise mixing and contact e.g. class assemblies instead of whole school, breaktimes. | | Virtual assemblies and web cams purchased for all classes. Time tables in place for staggered break times and lunchtimes. | | |
| Reduced capacity is stipulated for shared spaces (including the staff room). Groups will not mix in these areas and adequate cleaning in between groups' using them is ensured. | | Social protocols in place and limited staffing to use shared spaces. Shared teaching spaces to be used only by year group bubble and cleaned between groups. | | |
| Resources designated for use have been determined, will be used as consistently as possible by a group, with appropriate cleaning in between use should the group change. | | Clear procedures in place to disinfect between use or store and change for 48 /72 hrs. | | |
| All soft furnishings, soft toys and toys or equipment that cannot be easily cleaned have been removed. | | Already removed and stored away | | |
| Shared resources taken home and the exchange of these between pupils will be limited/ removed/ left unused between uses for 48 hours or 72 hours for plastic items. E.g. reading books, library books. | | Reading books to be used for longer periods of time.. when returned put in a tray, wiped down and stored | | |
| Use of outdoor spaces will be maximised. These areas and activities have been subject to suitable and sufficient risk assessment and planned to enable groups to be separated and safe practices adhered to. | | Foundation to use the outdoor playground and area around the foundation building All classrooms have outside areas to be utilised by small groups. The field to be marked to allow for groups to be separated. | | |
| The use of outdoor equipment will be avoided unless it can be cleaned between groups and not used by groups simultaneously. | | No access to the climbing equipment Any outside equipment used to be dipped into disinfectant after group use. | | |
| Dining arrangements ensure children remain in their groups, groups are separated and appropriate hygiene arrangements e.g. staggered timings/ hand cleaning/ cleaning between sittings etc. | | Children will have packed lunches in the classroom areas. Cleaning kits in the classrooms to be used to wipe areas before and after use. Snack time / milk will also take place in the classrooms. | Children using the dining hall and separated into their class bubbles. All areas cleaned between classes. Hands washed on entry to hall and sanitized on exit | |

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| Where appropriate separation and cleaning cannot be ensured, other suitable arrangements have been made to ensure that pupils are provided with/ able to eat a meal during the day | | | | |
| Transport | | | | |
| The school is encouraging walking/ cycling as opposed to using public transport. | | Children and parents advised to walk etc to prevent additional congestion | | |
| The providers' arrangements have been checked re. cleaning arrangements, vehicle size and number, space utilisation to allow for distancing of groups, users not sitting face to face, etc. and the expectations not to attend work if the member of staff or anyone in their household is exhibiting Coronavirus symptoms. | | | | |
| Changes have been communicated to transport providers re. start/ finish times etc. | | | | |
| There are systems and supervision in place to ensure organised queuing/ waiting/ boarding of transport. | | | | |
| Appropriate actions have been taken to reduce risks if social distancing is not possible e.g. a child with complex needs cannot fasten a seat belt independently. | | | | |
| Cleaning and hygiene | | | | |
| Assessment Area | RAG | Action taken | Action to be taken | LA support / project needed? |
| There are sufficient hand cleaning stations around the site and sufficient stocks of soap/ hand sanitiser to enable frequent and thorough hand cleaning. | | Hand sanitiser stations on order Additional adhoc hand cleaning stations available Hand cleaning prioritised throughout the day. | | |
| Objects and surfaces considered likely to be frequently touched / touched by multiple people have been identified in all areas. COVID-19: cleaning of non-healthcare settings guidance. | | | | |
| There are sufficient cleaning staff available, ensuring cleaning at appropriate times and as frequently as required by current government guidance. | | Cleaning staff are available throughout the day. . All staff to be responsible for cleaning resources used by the children at the end of the session and the classroom environment. All staff to clean areas throughout the day | | |
| Additional cleaning requirements have been assessed and additional hours allocated accordingly. | | Staff to be redeployed during the day to clean shared spaces ie staff room, office, toilets | | |

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| Arrangements are in place to ensure the regular cleaning of toilets. | | Staff to clean toilet areas after each group and per cleaning schedule | | |
| Cleaning protocols and expectations are revised (e.g. revised frequency and to include frequently touched surfaces, furniture, equipment and resources). | | New protocols in place | | |
| There are plenty of lidded bins around the site and arrangements have been made for bins containing tissues to be emptied throughout the day. | | | Bins emptied frequently | |
| Avoid the use of cloths for washing or drying e.g. use paper towels. | | Hand dryer used where available. Bins in toilets have lids and black bags to tie up and dispose of waste | | |
| Adequate stocks of cleaning and hygiene materials and PPE (where required) have been ordered and delivered prior to opening (including additional stocks of tissues and paper towels if needed). | | Audit undertaken weekly | | |
| Relevant staff know procedures for re-ordering and the thresholds for re-ordering cleaning, hygiene and PPE supplies. | | Caretaker and school manager in contact and review stock weekly | | |
| Site agent or other named person is responsible for monitoring and reporting stock levels of cleaning and hygiene materials. | | Weekly audit undertaken | | |
| Health and Safety Considerations (Some overlap with physical/ environmental/ logistical considerations) | | | | |
| Assessment Area | RAG | Action taken | Action to be taken | LA support / project needed? |
| All statutory requirements for fire safety continue to be met in full e.g. Fire risk assessment and emergency evacuation arrangements reviewed to take into account any changes in use and layout of the building (N.B.: where schools don't have the internal expertise to do so, they should consult their schools fire risk assessment provider). | | Evacuation plan to remain unchanged as groups leave through external doors | | |
| Relevant changes have been made to usual safety procedures and risk assessments and communicated to all staff e.g. evacuation procedures, named people within policies. | | | Fire evacuation plan amended and actioned in Autumn term | |

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| There are written procedures (including named responsible people), should a case of COVID19 be suspected or confirmed. There is a record of the training given to those people in the correct and safe use of PPE in these specific circumstances (putting on, taking off, disposing, what circumstances they wear specific items, etc.). | | Office staff completed online PPE training June 2020 Flow chart published by CBC in use and shared with parents. | | |
| Plans detail when a school might need to be closed/ can remain open in part drawing on advice from PHE at the time e.g. if a deep clean is needed. | | | | |
| PPE needs have been assessed in line with the guidance, any required PPE obtained and there is a plan for maintaining this. *See note 6 | | PPE is available for intimate and medical care. this will be kept reviewed daily and ordered if stocks on low | | |
| There is a process for removing face coverings and disposing of them/ keeping them safely when pupils and staff who use them arrive at school, and this is communicated clearly to them. | | Face coverings to be placed in sealed bags and stored in a lidded box. Communicated to parents in opening letter. | | |
| Health & Safety compliance checks have been undertaken. e.g. fire alarm / detection / fighting equipment, emergency lighting, legionella checks, flushing, descaling, etc. (and recommissioning of systems where required – schools should check their water safety risk assessment / management plan for actions required and / or contact their risk assessor for advice as required). Could also refer to the Govt guidance where schools are reopening after a lengthy closure. | | Legionella testing completed monthly – daily flushing of taps and shower Fire safety checks completed weekly Emergency lightning test carried out 3 rd August | | |
| Review undertaken of premises aspects and equipment subject to statutory inspection, maintenance, testing etc. (e.g. fixed electrical, PAT, gas systems, pressure systems, lifts and lifting equipment, ventilation systems, etc., and remedial actions prioritised and scheduled accordingly.) | | All up to date | | |
| Communications | | | | |
| Assessment Area | RAG | Action taken | Action to be taken | LA support / project needed? |
| School staff and parents understand the NHS Test and Trace process. The school understands how to contact their local Public | | Read through Government guidance and shared with staff and parents. | | |

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| Health England health protection team and will ensure that staff members and parents/carers understand that they will need to be ready and willing book a test and self-isolate if necessary. | | All visitors to site to sign in . | | |
| Staff consulted and communicated with re. plans and this risk assessment e.g. consistent groups, keeping groups distanced, distancing between individuals according to government guidance, use of equipment, resources etc. | | Guidance documents shared Key stage/ senior leaders to share and brief staff daily. | | |
| Remind staff, parents and pupils of the hand cleaning advice and to clean hands frequently throughout the day. posters and signage are in place to encourage / remind about personal hygiene, 'catch it, bin it, kill it', distancing, etc. Also, posters and signage to indicate areas which are closed off, one way systems put in place (where possible to try and limit people coming face to face in corridors and circulation areas), etc. | | Protocols and signage available around school | | |
| The risk assessment plans and protocols have been discussed with staff and any training needs identified. | | | Shared at briefing meetings | |
| Ensure all staff are aware of the guidance and the school's planned procedures re. 'What Happens if Someone Becomes Unwell at an Education or Childcare Setting'? https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings | | Guidance was sent out but this will be re sent to all staff. All staff to be briefed again on 3 rd August Inset day. | | |
| The school has instructed parents not to enter the setting, or to send their child into the setting, if they or a member of their household is displaying Coronavirus symptoms. | | Communicated via the letters out to parents with links to the government guidance. | | |
| Protocols for attending the site, drop off, pick up and not gathering at gates or doors have been communicated to staff and parents. | | | | |
| Communications to staff and to parents about procedures should they, or a member of their household, have Coronavirus symptoms. . COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable | | | | |
| Parents and staff made aware of the best way to communicate with teachers/ staff. | | Parents need to contact the staff by telephone or electronically – set out in guidance | | |

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| Communications with parents of vulnerable children needing PPE about the arrangements in place to ensure safety when providing personal/ care needs. | | Care plans updated | | |
| Communication with any contractors attending site e.g. caterers, cleaners, other contractors to fulfil statutory testing maintenance tasks, planned (or delayed and rescheduled) construction / building works, etc. School will need to communicate with them to discuss plans for any works in light of new restrictions and processes in place within the school. | | Clear guidance to be shared prior to visiting site regarding PPE and timings. | | |
| Communication with the transport providers/ LA re. transport arrangements and plans conveyed to parents. | | | | |
| Provide parents with the guidance on safe travel. | | | | |
| Communication with lettings or before and after school providers about plans and arrangements. | | School manager to communicate with lettings Wrap around care staff have been communicated with and aware of procedures | | |

When open

Staff considerations

| Assessment Area | RAG | Action taken | Action to be taken | LA support / project needed? |
|---|-----|--|--------------------|------------------------------|
| Contact with individuals who are unwell is minimised by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school and follow the Stay at Home Guidance: ' stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection ' | | | | |
| Reviewed and updated arrangements for previously shielded or clinically extremely vulnerable staff. | | Updated procedures from HR | | |
| Maintaining sufficient staff to deploy in the school, enabling distancing for staff and pupils in accordance with the guidance at the time. | | Staff structure ensures that staff are limited to key groups to minimise contact | | |
| Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable. | | Staffing structures in place | | |

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| Staff have been informed about H&S guidance and updates to policy e.g. arrangements to manage first aid or if you/ another adult/ a child becomes ill. | | Updated inset day 3 rd August | Updated via weekly briefing notes and inset 4 th Jany | |
| There is a reliable means to keep staff informed and updated about the school's risk assessment and actions and procedures arising from this. | | Learning platform and PING | | |
| Staff are aware of PPE guidance and any need for PPE. | | PPE guidance is in the main document PPE for medical and intimate care | | |
| Staff workload, providing for pupils learning in school, and at home if needed, has been taken into account. | | Reviewed workload, PPA planned in. | | |
| Staff are aware of the measures being taken by the school to ensure their well-being, including in respect of workload. | | Communicated frequently and will be updated on inset day | | |
| Staff are aware of, and supported in the use of, the bereavement policy/ support available and how to access this for themselves, pupils or families. | | Shared prior via ping. | | |
| Recruitment processes have been determined, continuing to enable safer recruitment. | | Virtual meetings/ interview protocols in place via LA | | |
| Staff induction processes are updated re. any new policies or procedures, alongside required safer recruitment checks. | | The school business manager oversees this. | | |
| Plans for the effective induction and support of new staff and NQTs are in place. | | Induction took place prior to summer closing... mentors in place. | | |
| Extend or revisit any staff contracts or processes impacted by the current situation, communicating any changes to staff e.g. timescales. | | The school business manager oversees this. | | |
| Pupils | | | | |
| Assessment Area | RAG | Action taken | Action to be taken | LA support / project needed? |
| Pupils are limited to bringing essential items only into school. | | Only essential items and in plastic pencil case | | |
| Pupils know where the hand cleaning stations are and to use them frequently. | | Signage and staff to discuss this daily with children as they return to school. Children to be reminded that anti bac solution does not replace hand washing. | | |
| Where possible keep older pupils 2m apart, especially in secondary schools. Brief transitory contact is low risk e.g. passing in corridors. | | Children will not be in contact in corridors as they are confined to the classroom environment | | |
| Ensure that pupils are kept in consistent groups as far as possible whilst providing a broad and balanced curriculum and meeting their | | Class groups at all times, Early years will be limited time together as a year group bubble. | | |

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| educational needs, in accordance with the current guidance and how that relates to age phases/ early years, primary or secondary. | | | |
| Pupils know they must stay in the same groups and not mix beyond their own group. *See note 7 | | Communicated at the beginning of each day | |
| Movement between rooms is minimised where possible and there is an effective and appropriate timetable for cleaning the rooms in use. | | Each class to use own room. Shared spaces limited to year group and small groups timetabled for cleaning in between use. | |
| As far as possible, pupils sit in the same place, at the same tables/ desks. | | Clearly marked space | |
| Pupils know the protocols for using toilet areas, including to close toilet lids before flushing to prevent contamination via splashing, and rigorous hand hygiene. | | Communicated to all pupils and clear procedures in place Spray cubicle walls and toilet seats. | |
| Engage parents/ children in resources such as E-Bug and PHE school resources. | | Communicated via ping and the school website | |
| Explicitly teach and supervise: handwashing, tissue disposal and toilet flushing.” – from latest guidance released . | | | |
| Bins for tissues are emptied throughout the day. | | Clear protocols in place | |
| Help is available for those pupils who cannot clean their hands independently. | | | |
| Support for those children who cannot easily understand or remember safety and hygiene measures e.g. social stories, symbols, braille etc. | | | |
| Staff seek to prevent the sharing of stationary and other equipment where possible. | | Children to provide own stationary in a plastic wallets if not provided from home will be provided in school | |
| Shared materials and surfaces are cleaned more frequently. | | Cleaning kits in every class and areas used. Cleaning to be carried out at regular intervals throughout the day. | |
| Appropriate support for pupils who may have difficulty settling back into school. | | | |
| Emotional support for pupils who may not be able to return to school yet e.g. health reasons/ in non-returning year groups. | | KIT phone calls from teachers, electronic emails, postcards home | |
| Managing anxiety e.g. support re. school refusers/ managing elective home education requests or other attendance issues. | | Communication with parents | |
| A revised curriculum and planned additional provision for pupils’ SEMH on return to school and for those struggling to return or not attending on health advice. | | Learning platform still accessible. | |

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| | | Basic/Key skills will be taught to those children in school and where possible linked with the topic. | | |
| Timetables and curriculum adapted to include more socially distant activities where needed. | | Planning to ensure activities are independent and promote social distancing | | |
| Plans and activities to help pupils to socially distance and further plans to support SEND pupils to understand this. | | Additional adult support, social stories | | |
| Those activities that it would not be possible to do have been identified with a rationale as to why not. | | Music / singing and instruments. Library | | |
| Guidance and arrangements in respect of pupils needing 1:1 or physical handling, communicated clearly to staff, parents and pupils. | | | | |
| Clear information and communication with pupils who would have been taking exams and wish to take them in the autumn and for those taking exams at the end of this year. | | | | |
| Trained staff, communication processes and resources to provide bereavement support. The availability of which is communicated to parents. | | | | |
| SEND Reviews/ actions outstanding for pupils with SEND have been rescheduled appropriately. | | Senco is carrying out this from home. | Head overseeing this as SENCo now on maternity leave | |
| Arrangements made in respect of any specialist provision on site and communicated to all relevant people. | | | | |
| Transition | | | | |
| Assessment Area | RAG | Action taken | Action to be taken | LA support / project needed? |
| Intentions/ initial plans for a transition period have been communicated to parents. | | | | |
| Planning pupil groups for September in accordance with protective measures laid out in current government guidance. | | Class groups | | |
| Shared approach across cluster schools to reduce anxiety and ensure smooth transitions to new settings for pupils. | | | | |
| Creativity in enabling transition activities to support pupils in preparation for September. | | | | |

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| Transfer/ receiving of meaningful information to receiving setting/ teacher. | | Already in place | | |
| Careers guidance/ work experience arrangements. | | | | |
| Liaison and arrangements for pupils in exam year groups. | | | | |
| Safeguarding | | | | |
| Assessment Area | RAG | Action taken | Action to be taken | LA support / project needed? |
| Any additional risk assessments required to safeguard vulnerable pupils are in place. Will any of these pupils be prioritised for a return? | | | | |
| Any necessary changes or addendums have been made to the safeguarding Policy, which has been reviewed for further changes. | | Updated and will be updated with new key legislations | | |
| Governors aware of the interim safeguarding guidance and how this has been included in their policy. | | Communicated via the safeguarding lead | | |
| Ensuring a DSL is available to the school, in person, by phone or virtually in all staffing scenarios, and that staff are aware of these arrangements. | | | | |
| Are all staff aware of LA arrangements for contacting the LADO, MASH, social workers. | | | | |
| Where staff have been deployed/ appointed, they are aware of the safeguarding processes and codes of conduct they should adhere to. | | | | |
| Safer recruitment processes being adhered to. | | | | |
| The SCR is up-to-date and monitored with changes to staffing/ volunteers in the school. | | | | |
| Informing relevant staff of any 'need to know' information for pupils. | | | | |
| Preparation for a possible increase in disclosures/ concerns on return. | | | | |
| Recording and reporting of incidents during the closure/ partial opening. Any further reporting/ following-up needed? | | | | |
| Communication with vulnerable families during the closure and on return. | | KIT phone calls in place | | |
| The e-safety/ online safety policy covers all safeguarding risks for pupils accessing learning at home. | | Updated the policy | | |
| Families' access to support during school closure has been evaluated e.g. food parcels, pastoral support. | | | | |

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| Families will need on-going engagement/ communication whilst returning to normality have been identified. | | | | |
| Safeguarding lessons learnt during this crisis? | | | | |
| Governance/ Leadership (Refer to previous sections and decide which aspects Governors should be aware of/ involved in making decisions about e.g. feasibility of staffing) | | | | |
| Assessment Area | RAG | Action taken | Action to be taken | LA support / project needed? |
| Governors' understanding of the ways that the crisis has impacted on staff/ pupils/ the school and their ability to support the school during a transition to normality. | | Governors are receiving school internal and external communications and the Chair is in regular contact with the Head Teacher and the School Manager | | |
| Governors are involved in the discussion and planning for reopening. | | Governors are in regular contact and attending remote meetings. The Chair of Governors has been in regular contact with the Head Teacher and School Manager and has participated in SLT meetings. The Chair is providing regular updates to all governors | | |
| Governors know how they will support Leaders during the return of all pupils and how they will assure themselves of the safety of staff and pupils. What will the determining factors be for the decisions they will need to make? | | Governors have reviewed plans for the 1 st June and the risk assessment. Determining factors for decisions they make include: Staffing levels – if more teachers have to isolate or become ill Staff well-being Financial impact e.g. funding for wrap around care. At this point the governors are focusing on activities to ensure the safety and wellbeing of the school staff and pupils. The Governors Resources Committee had taken responsibility for oversight and support of the school planning and is also monitoring the financial impact on the school | | |

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|---|--|--|--------------------------|--|
| Leaders have evaluated what it is feasible for the school to do and how will this be communicated to reassure parents/ other stakeholders/ LA or Trust authorities. | | All documents shared with governors and LA The Head Teacher and Chair of Governors are liaising regularly regarding the feasibility of the return-to-school plans and are co-operating in the production of any communications to the wider school family | | |
| Governors have agreed the school's risk assessment and have determined specific points at which to formally review this, as well as reviewing it when required due to changes in circumstances. | | | | |
| Governors have intentionally considered workload implications for Headteachers and other school staff, and measures are in place to ensure this is reasonable. | | | | |
| Governors have agreed a strategic development plan that meets all pupils needs on return and plans for progression in learning. | | | | |
| Governors/ leaders have determined how they will communicate the intended plan for re-opening the school. | | Communication is regular and ongoing in this rapidly changing situation | | |
| Financial/ business/ resourcing | | | | |
| Catering contracts and facilities as pupils begin to return. | | Return on packed lunches | Hot dinners now in place | |
| Any financial loss to the school/ ability to claim back losses from the government is known. | | School manager sent in claim awaiting conclusion. | | |
| Sufficient cleaning materials. | | | | |
| PPE available if appropriate. | | In stock | | |
| Learning materials/ resources in stock ready for pupils on return. | | | | |

Notes:

4. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units. Prop doors, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.

5. Reduce movement around the building by accessing rooms directly from outside where possible and considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.
6. If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.
7. Consider how to encourage young children to learn and practise these habits through games, songs and repetition.

Please also refer to the following Government Guidance when completing the risk assessment:

[guidance on hand cleaning](#)

[COVID-19: cleaning of non-healthcare settings guidance.](#)

[Supporting vulnerable children and young people during the coronavirus \(COVID-19\) outbreak guidance,](#)

[Actions for schools during the coronavirus outbreak.](#)

[safe working in education, childcare and children’s social care settings, including the use of personal protective equipment \(PPE\)](#)

[COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](#)

[Early Years Foundation Stage](#)

[Coronavirus \(COVID-19\): safer travel guidance for passengers](#)

[COVID-19: guidance for households with possible coronavirus infection\)](#)

[COVID-19: cleaning of non-healthcare settings guidance](#)

[guidance for special schools, specialist colleges, local authorities and any other settings](#)