

School COVID Risk Assessment -

RISK ASSESSMENT

SCHOOL NAME: St. Botolph's CE Primary School, Peterborough
Number on roll: 395

Current document version: 6

Quality assurance cycle

Initial approvals	Dates
Consultation with staff	Start of consultation 14.07.20 end 29.7.20 (two weeks)
Headteacher completion	Draft 14.07.20 Revision based on staff consultation – 10.08.20
H&S Manager sign off	19.08.20
CEO Sign Off	31.08.20
DEMAT Board informed	

Monthly RA review cycle

Review date	Version No	H&S Manager	CEO	Board
1 st October	2 25/9/20 Headteacher	25/9/20	5/10/20	
1 st November	3 20/10/20	23/10/20	27/10/20	
1 st December	4 27/11/20	03/12/20	03/12/20	
January 2021 (to reflect national Lockdown)	5 10/01/20	25/1/21		

1/3/21	6 1/3/21	1/3/21		
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Note – each Risk Assessment has been amended using track changes, so that there is a documented history of all changes made.

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Introduction

Following government instructions to reopen schools fully in September 2020, we will do all we can to make them as safe as possible for our communities. This period of time needs to be used for leaders to carry out a complete assessment of their capacity and ability to open in September 2020 to all pupils.

Each DEMAT school is required to complete the following Risk Assessment and each school's circumstances will be considered individually and signed off by the Chief Executive who will inform the Trust Board. Headteachers are required to use the Risk Assessment to ensure that all building, sites and health and safety risks are considered and addressed before the school can be opened.

Risk Assessment Monitoring and Review Requirements

Headteachers will be required to complete this Risk Assessment in full using the most recent [Government guidance](#) and DEMAT guidance to support the controls and any actions required. Headteachers will be required to review this Risk Assessment monthly throughout the Autumn term. This Risk Assessment covers all DEMAT schools including all school-run pre-schools and nurseries.

The DEMAT Risk Assessment is divided into four sections, as follows:

1. Pre-opening
2. Staffing communication, and compliance with procedures
3. Management of site
4. Safeguarding and mental health

The following measures have been determined by the Government as part of the [Guidance for the full opening of schools](#) as being central to implementing a full opening of schools. The associated DEMAT guidance provides local context and advice for schools to follow.

Preventative and Response measures upon which the risk assessment is based

Prevention

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) clean hands thoroughly more often than usual
- 3) Face coverings in corridors and communal areas in school – visors not replacing face coverings but can be worn in addition to;
- 4)
- 5) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- 6) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 7) minimise contact between individuals and maintain social distancing wherever possible
- 8) where necessary, wear appropriate personal protective equipment (PPE)
- 9) Asymptomatic Testing (voluntary for individual staff):
- 10)

Numbers 1 to 4 must be in place in all schools, all the time. Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances. Number 6 applies in specific circumstances.

Response to infection (all actions compulsory)

- 1) engage with the NHS Test and Trace process
- 2) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 3) contain any outbreak by following local health protection team advice

DEMAT Risk/Priority Indicator Key

Severity (Consequence)
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood
1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
5. Almost certain/imminent

RISK/PRIORITY INDICATOR MATRIX						
LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

Summary		Suggested Timeframe
12-25	High	As soon as possible
6-11	Medium	Within the next three to six months
1-5	Low	Whenever viable to do so

DEMAT Risk Assessment

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education as follows:

[Guidance for the full opening of schools](#)

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

School name:	St. Botolph's CE Primary School	Assessment conducted by – name:	Helen Rouse		
Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers	Assessment conducted by – job title:	Headteacher		
Assessment date:	14/07/2020	Review interval:	1 month		05/04/2021

Note: Risks assessments must be reviewed quarterly, whenever there is a significant change in the activity and following any incident.

Related documents

Trust/Local Authority documents:

[DEMAT guidance](#)

Government guidance:

[Government guidance](#) – main link

[Guidance for the full opening of schools](#)

[Coronavirus \(COVID-19\): guidance for educational settings](#)

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

[Actions for schools during the coronavirus outbreak - GOV.UK \(www.gov.uk\) Jan 2021](#)

Ref	Area for concern	Risk rating prior to action (severity x likelihood)	Control measures	In place? (Yes/No)	Additional school measures / comments	In place? (Yes/No)	Residual risk rating (severity x likelihood)
1	Pre-opening	<u>RETURN TO TOP OF RISK ASSESSMENT</u>					
	All children are able to attend school	3x3=9	<ul style="list-style-type: none"> School to determine appropriate use of protective bubbles Either class based bubbles OR Year group bubbles OR Key stage bubbles (smaller schools) Pupils informed about importance of remaining within their bubble 	Y	<p>The school organisation to support children's return to school and full re-opening includes the return to Year Group Bubbles; 7 Bubbles meeting the needs of 14 classes; Staggered entry/exit times for Bubbles, use of different gates – four staggered entry times; Wherever possible resources not to be shared across Bubbles ie Music instruments/ PE equipment/ laptops/ computers/ rooms/ play equipment. Where resources are to be shared, careful consideration of cleaning will take place – ie hand washing prior to entering the hall for PE lessons/Activity room for Music lessons, wiping down of furniture/equipment used, door handles etc(other contact points) prior to a separate group entering the room.</p> <p>Childcare groups are also kept to small, consistent groups, initially three groups based on year groups bubbles – R/Y2, Y1 and Y3 and Years 4-6. Distributed into the largest rooms in the school Hall, Activity Room, Firx William room</p>	Y	2x2 = 4
1.2	Policies have not been adapted to adhere to new Government guidelines	2x2=4	<ul style="list-style-type: none"> Review existing policies where the COVID clause was inserted in May 2020 to ensure continued compliance with Government guidance issued on 2nd July 2020. 	Y	<p>Policies requiring updates have been reviewed/ approved and shared with staff ahead of re-opening in September. The staff training day on Thursday 3rd Sept was used as a keep date to communicate to staff regarding revision to policies.</p> <p>Further update to policies approved by governors on first governors meeting – 5.10.20, Attendance, Behaviour, Safeguarding etc</p> <p>Addendum to the Safeguarding Policy shared with governors and staff – 8/1/20</p> <p>Staff communication via weekly diary dates ensures high regard to policies into practice.</p> <p>Governors have approved Safeguarding Addendum, Behaviour Addendum and SEND Addendum</p>	Y	2x2= 4

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1.3	Control measures not effective because people not aware of infection control requirements	3x3=9	<ul style="list-style-type: none"> • DEMAT Defender posters to be displayed in reception, classrooms and other areas used. • Letters to parents to be sent reminding them of the importance of the essential hygiene measures and adherence to engagement with track & trace. • Reinforce to staff as part of on-going training - Refer to and ensure all staff are aware of guidance and requirements. 	Y	<p>Risk Assessment/ re-opening plan shared with staff via email and staff asked to sign they have read, understood and will implement control measures as detailed in the Risk Assessment.</p> <p>Update information to increase controls, ie wearing of face coverings in corridors and communal areas, sanitiser immediately outside toilets.</p> <p>DEMAT Defender posters already displayed in the reception area, sign in, classrooms, corridors and other areas.</p> <p>Control Measures on the door of communal rooms – including use of face coverings and social distancing and the number of staff appropriate to maintain social distancing in rooms.</p> <p>All relevant information shared with staff and ensure all staff are appropriately informed in writing.</p> <p>Letters to parents will include clarity regarding hygiene measures and test and trace. A revised booklet to be prepared and shared with all parents awi to support safe working in school.</p> <p>Staff training day in September ensured control measures were shared and understood. Revised risk assessment shared with staff.</p> <p>Ongoing reinforcement of expectations through parent communication and staff communication (weekly Diary Date information from Headteacher or SLT)</p>	Y	3x2 = 6
1.4	Risk assessments are not regularly assessed	3x3=9	<ul style="list-style-type: none"> • Risk assessments updated and reviewed monthly – sent to Joanne Patterson, Compliance Officer • Fortnightly return (survey) of adherence to current risk assessments by schools to confirm continued compliance to Joanne Patterson, Compliance Officer 	Y	<p>Risk assessment document is valued and a significant part of successful return of children to school .</p> <p>Risk assessment is shared with all stakeholders and published on the school website. Risk assessment is regularly reviewed, minor adjustments made to improve the provision even further, however fortnightly reviewed and adjusted to reflect changes.</p> <p>Risk assessment sent to Joanne Patterson for compliance and DEMAT approval.</p> <p>External review of the Risk Assessment through HSE phone call to the school – Oct 2020.</p>	Y	3x2 = 6

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1.5	Weak Governance control of risk	3x4=12	<ul style="list-style-type: none"> Use of Health & Safety Trustee group to provide feedback when required Chief Executive delegated to approve Risk Assessments before reporting to Trust Board Fortnightly return by all schools of compliance to RA/guidelines. Local governor updates by Headteacher utilising appropriate forms of communication 	Y	CEO/Trustees to offer feedback to Headteacher regarding Risk Assessment and review undertaken. Monthly return prioritised by HT/DHT to ensure revisions reflected improved safety outcomes and updated government guidance; Fortnightly communication with the Chair/ vice Chairs of governors to ensure local monitoring of risk. Communication with Trust re changes/ issues along the way, ie soap causing impact on children's hands, safety aspects linked to childcare Bubbles etc	Y	3x2 = 6
1.6	The lack of availability of First Aiders, including Paediatric First Aiders (where required), and Designated Safeguarding Leads puts children's safety at risk	4x2=8	<ul style="list-style-type: none"> Ensure there are the appropriate number of First Aiders, Paediatric First Aiders for under 5's and Designated Safeguarding Leads available and at school, and their training is up to date. 	N	34 staff trained as First Aiders in total. Using Year group Bubbles – First aider available within each Bubble; First Aid offered in Bubbles as a priority, staff 'visiting' Bubbles to offer first aid, need to ensure precaution/ emergency approach; Staff rota includes identification of first aid trained staff - Asterix First Aid slips in each Bubble. First Aid boxes etc All DSLs (3) up to date on Safeguarding training (all updated during 2019/20). A DSL available in school each day. Contact phone numbers included on the Safeguarding board in the staffroom. Also contact details for the multi agency to support staff in making referrals if necessary.	Y	4x1 = 4
1.7	Medical and isolation rooms are not adequately equipped or designated to maintain infection control	4x3=12	<ul style="list-style-type: none"> Ensure sufficient supplies of medical equipment and PPE are in place Ensure appropriate signage is in place to designate difference between isolation and medical rooms Ensure medical room is tidy and suitably equipped should it need to be used. Continue to undertake PPE training for relevant staff in school. 	Y	Basic first aid equipment available within each Bubble for minor first aid – out of reach of children. First aid logs also available in each Bubble. Sufficient supplies of medical equipment and PPE also available in each Bubble – Grab bags – audit completed January; orders made to refresh stocks. Medical room is clear and ready to use for more major first aid. Isolation room identified for each Bubble (empty classroom next door and labelled in case used– office/ management room off Blue Zone can also be used.	Y	4x1 = 4

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					Thermometer and PPE equipment held in the school office for emergency use. Staff Training day – revisit use of PPE for all staff.		
1.8	Provision for PPE for staff is not in line with Government guidelines	3x3=9	<ul style="list-style-type: none"> Only use Trust or LA recommended suppliers for PPE 	Y	All PPE purchased in line with Trust/ LA recommended supplies. Monthly supply of PPE provided to the school – increasing/ additional to PPE equipment in school.	Y	3x1 = 3
1.9	Cleaning capacity is reduced and inadequate supplies for soap/hand sanitiser mean staff/pupils unable to maintain hygiene	4x3=12	<ul style="list-style-type: none"> Review cleaning rotas or liaise with contractors to determine availability of staff Implement daily monitoring of supplies Contact the Trust Central Team if finding it difficult to source cleaning products for support. 	Y	<p>Cleaning has been maintained at a high level throughout re-opening ; Cleaning rotas remain with the caretaker covering if staff member off sick; Every cleaner in every day during national Lockdown, however leave when cleaning rooms has been completed – cleaning to need. Daily monitoring of supplies by the caretaker; Stocks of cleaning materials built up; Availability of cleaning materials during the day, either through multi-functioning staff or SLT, if required; Hand sanitizer available in each classroom and central areas including the reception area and outside staff toilets cleaning material available in zones (COSHH) details copied and with cleaning products). Cleaners prioritise hygiene cleaning (ie contact points) than hoovering floors etc. Cleaning completed on rotation if required to ensure hygiene cleaning is the priority. Communal rooms labelled with clipboard to show if 'clean' or 'used'. New Bubble does not enter unless clean or cleaning undertaken by staff.</p>	Y	4x2 = 8
1.10	Cleaning practices are not carried out effectively	3x3=9	<ul style="list-style-type: none"> Headteacher to ensure all cleaning staff used are fully aware of the cleaning requirements and guidance and arranged for daily checks to be carried out. 	Y	Routines for lunchtime include a staff member replacing the Bubble MDS outside to enable MDS to clean rooms and contact points prior to the children returning to the classroom. Morning and evening cleaning schedule is maintained.	Y	3x1 = 3

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					Monitoring of cleaning to take place by the caretaker and cleaners provided with feedback – documents kept.		
2	Staffing, communication, and compliance with procedures			<u>RETURN TO TOP OF RISK ASSESSMENT</u>			
2.1	Poor communication to stakeholders	2x3=6	<ul style="list-style-type: none"> Schools to inform parents about procedures for opening before the end of July At least monthly updates to parents to be sent by schools over Autumn term Statutory liaison with relevant LAs to be maintained. Central DEMAT best practice guide to be produced in line with feedback received prior and updated post opening on a fortnightly basis. Parental questions answered promptly by the school. 	N, but Y by the end of term	<p>Letter sent to all parents prior to re-opening including details which impact the routines of school – possibility of staggered entry/exit, lunches/ test and trace through Newsletter – reinforcement of expectations/ changes to risk assessment etc.;</p> <p>Clarity of communication with staff – weekly diary dates email, further emails specific to need, ie self-isolation due to a family member;</p> <p>Fortnightly updates to parents - Newsletter;</p> <p>Statutory communication with LA/ DFE and communication to DEMAT as required;</p> <p>Informus@ school email and office@ email responded to daily, class email addresses to be maintained during the Autumn Term by the teachers so that teachers are able to communicate to parents if remote learning is required.</p> <p>Priority given to clarity of communication to stakeholders.</p>	Y	2x2 = 4
2.2	<p>Prolonged absence of employee due to self-isolation and/or repeated symptoms</p> <p>Absence of staff through LFD positive test</p>	2x3=6	<ul style="list-style-type: none"> Employees must to take part in the government’s testing programme for COVID-19 and ensure that the results are communicated to school senior management. Track & trace to be engaged with by all staff 	Y	<p>Employees referred to 119, sent directly to Test centre at Peterborough Showground if experiencing any symptoms of COVID. (Not returned to school until conclusive negative result or isolation period and no further symptoms if tested positive.)</p> <p>Copy of the results shared with SLT by staff member before return.</p> <p>Staff members must maintain a log of contacts to ensure ready for test and trace, if required – professional and personal contacts. Staff reminded of the need to engage with Test and Trace through email communication.</p>	Y	2x3 = 6

Ref	Area for concern	Risk rating prior to action (severity x likelihood)	Control measures	In place? (Yes/No)	Additional school measures / comments	In place? (Yes/No)	Residual risk rating (severity x likelihood)
					LFD testing voluntary, however encouraged/ supported by SLT. Training offered to all staff. Rota indicates when staff should undertake LFD to spread the staff team testing. Positive test or two void tests leads to PCR test – temporary closure of Bubble to avoid possible transmission. Template letters for rapid communication to parents, if required.		
2.3	Staff, pupils and parents are not aware of the school's procedures (including self-isolation and testing) should anyone display symptoms of COVID-19	3x3=9	<ul style="list-style-type: none"> Letter to parents and staff reminding them of the school's procedures to be sent in Aug/Sep Information on displayed on Trust and school websites. DEMAT Defender posters to be displayed in school. Display DEMAT Flowcharts in school. Staff training to be held in INSET days Reminders that if you are ill, stay at home and get tested Promote engagement with Track and Trace 	Y,	Information displayed on school (and Trust website), including risk assessment; DEMAT posters displayed; DEMAT Flowcharts shared with staff through Staff Information booklet and displayed in key places, including office, staffroom, first aid and isolation room Staff Training day for all staff Thurs 3 rd September; Parents sent a flowchart with when to self-isolate and when children are able to come to school. Office staff use flowchart to answer parents' enquiries.	Y	3x2 = 6
2.4	Measures not effective because of lack of compliance by pupils or parents	2x3=6	<ul style="list-style-type: none"> Letters to parents explaining school expectations to keep children and adults as safe as possible – parents and children not prepared to adhere to these expectations will not be allowed in school because of the risk posed to others. Clear instructions displayed around the school highlighting robust hand and respiratory hygiene measures 	Y	Effective communication to parents Management of expectations into 'routine' supported by high SLT presence ; Routines for children developed – hand washing, respiratory hygiene, Bubble management etc.;	Y	2x2 = 4
2.5	Child is sent to school with a temperature or coronavirus symptoms of which school is not aware, or in a household where symptoms are present	3x3=9	<ul style="list-style-type: none"> Follow the flow charts contained in the DEMAT guidance 	Y	Information to parents regarding keeping pupils at home if unwell; management of pupils following flow chart; Use of isolation room, thermometer available for temperature checking in each year groups, PPE equipment and grab bag now available in each year group etc. Swift action taken by staff. Information promptly shared by the office/SLT. Children exit through nearest external exit/ gate.	Y	3x2 = 6

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2.6	Lack of adult capacity within a bubble to provide adequate supervision if the teacher or child is ill and needs to be isolated or needs the toilet or some other issues	3x2=6	<ul style="list-style-type: none"> Ensure that the school cover system is active so that spare adults can be moved into the class as required Changes in the 2nd July guidance show that adults can move between bubbles 	Y	Duty staff list – ‘floating’ staff – called to Bubbles to support staff as required; Staff across Bubble to support one another; ‘Cover’ staff used within the Bubble or using PPA staff wherever possible to minimise the movement of staff between Bubbles to maintain and minimise; Return of MDS staff to supervise children assigned to Bubbles enables teachers/ TAs to have a longer break at lunchtime; SLT used to cover staff absence at times. Flexibility of HLTA/TA/MDS timetables	Y	3x2 = 6
2.7	Child is displaying symptoms and parent cannot be reached to collect	4x3=12	<ul style="list-style-type: none"> Child is isolated away from other children and adults. Supervising adult wears appropriate PPE equipment and follows social distancing, until parent/carer can be contacted to collect. 	Y	Contact details printed by office staff and distributed to parents by teachers for checking and returning in first few days of the start of the new school year (Sept) to ensure contact details are as up to date as possible. Follow up calls to parents to review contact details. Isolation rooms identified . Staff member outside the room if possible, however full PPE if the age of the child or the child becomes upset and more than 2m social distancing and safety unable to be achieved; Grab bag in each Bubble to offer staff immediate protection.	Y, first days of Sept	4x2 = 8
2.8	Possible spread of infection from a pupil, visitor or member of staff carrying the virus where there is no reason to suspect they are infected with the virus	4x3=12	<ul style="list-style-type: none"> Basic infection controls should be followed as recommended by the government and the DEMAT guidance. DEMAT Defenders posters to be displayed on every door. Governors meetings to be held remotely until further notice. Good practice to help eliminate the spread of infection is included in the Government guidance and DEMAT guidance. Persons worried about symptoms should use the NHS 111, only call if they cannot get help online, and NOT go to their GP or other healthcare centre. 	Y	Handwashing as soon as pupils arrive in school – in classroom or cloakroom toilets dependent on individual classroom management of this; Handwashing ‘lines’ effectively used in the classroom – see Y6 model. Staff/visitors in school asked to hand wash on arrival. Hand sanitiser available in classrooms/ central areas; Limit to visitors coming into school at this time – no volunteers, reading buddies, students, music tutors, SEN support, etc. at this time Maximise the use of virtual learning and meetings – especially initially– reviewed during the summer Term. Adults on site should wear facemasks when not in teaching scenario around school, Continuation of Staff Meetings/ CPD/ Governors’ Meeting virtually.	Y	3x2 = 6

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2.9	Staff members do not minimise periods of contact	2x4=8	<ul style="list-style-type: none"> Limit the number of staff who can use a staffroom at any one time Provide other facilities for staff to have break periods Use online meeting facilities to conduct larger meetings Reduce the movement of staff between bubbles where possible 	Y	<p>Retain two staffroom areas – Staffroom and Pentagon room to ensure staff retain 2 metre distance when out of Bubbles – breaks and lunch.</p> <p>Break times/ Lunchtimes staggered to avoid staff gathering in large adult groups, staff offered the opportunity to go ‘off site’.</p> <p>PPA periods can be taken at home</p> <p>HLTA in each year group offers PPA to these teachers only and also supply cover. Minimal movement of staff around the Bubbles.</p> <p>No staff mixing between the Bubbles Floating staff try to maintain least contact ‘in’ a Bubble to ensure Bubbles remain ‘intact’.</p> <p>Continuation of Staff Meetings/ CPD/ Governors’ Meeting virtually.</p> <p>Staff should wear a mask in communal areas and when moving through corridors. Staff also have the option of wearing a clear mask or visor when teaching or supporting learners in the classroom where 2m cannot be maintained The school has purchase visors for staff which have been distributed to support this revised expectation.</p>	Y	2x2 = 4
2.10	Staff coming into work who are more at risk of infection	5x4=20	<ul style="list-style-type: none"> Where the measures detailed in the RA are applied fully, including all prevention and response measures listed on page 3, the risk is mitigated significantly and these staff should be able to return to work Liaise with DEMAT HR team for specific cases or for further advice Discuss with individuals the need for a personal risk assessment and ensure it is completed Introduction of LFD Testing to identify pockets of transmission. 	Y	Shielding staff members are asked to seek medical advice and use consultant/ medical professional advice including OH referral to support individual risk assessment. Shielding staff should not return to school at this time and until a medical professional feels it is safe for them to do so when they review the risk management and context in which the staff member is working – i.e. primary school environment with 395 children on the school site, in 7 protective Bubbles Senior staff to undertake individual risk assessment with staff members in line with consultant/ medic advice and determine if the risk is mitigated through protective measures and the staff member is safe to return to work, or if the risk remains too high. Referral to DEMAT HR team for advice where appropriate. Home working used where appropriate, however difficult in most roles requiring daily contact. Referral to OH where appropriate.	Y	4x2 = 8

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3	Management of site		RETURN TO TOP OF RISK ASSESSMENT				
3.1	Classrooms are set up in a manner that allows children to face one another for extended periods of time	3x4=12	<ul style="list-style-type: none"> Arrange classrooms with forward facing desks so that pupils do not face one another 	N	<p>Key Stage 2 classes only – furniture arranged to ensure no face to face working – chairs in rows, side by side working, children facing forward.</p> <p>This is not possible in Reception and Key Stage 1 classes – however carpet space used (children forward facing) outdoor environment maximised for learning including Forest School area. Key Stage 1 furniture arranged to accommodate groups of children, maximising forward facing where possible.</p> <p>It is recognised face to face will be reduced, but not removed for younger learners.</p>	Y	3x2 = 6
3.2	Due to staff absence a large number of supply teachers or visiting specialists are on site	3x3=9	<ul style="list-style-type: none"> Try to accommodate cover arrangements internally where possible, including using TAs under the instruction of a qualified teacher. Where agency staff are to be used ensure they are aware of all site procedures Consider booking agency staff for longer assignments to minimise the number of other schools they visit. 	Y	<p>Cover arrangements will initially be made internally, using the HLTAs and SLT. Agency staff will be used for long term supply cover – ie Year 1.</p> <p>Wherever possible we will avoid the use of supply teachers, whilst maintaining the correct ratio of staff to avoid Bubble closure.</p>	Y, as required	3x1 = 3
3.3	After school club has a mixture of year groups attending	2x3=6	<ul style="list-style-type: none"> In the first instance maintain pupils in the bubbles they are in during the school day If this is not possible then place pupils in small, consistent groups Consider delaying the opening of after school club to some year groups to cater for the bubbles in greatest demand 	Y	<p>Before and After school childcare provision to be managed in small, consistent groups.</p> <p>Before School session group – mixed year groups but reduced Bubble mixing – Rec/Y2, Y1/Y3 and Y4-6; Hall, Fitz William and Activity Room used – bigger rooms offer more space.</p>	Y, by Sept	2x2 = 4

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3.4	The number of pupils and staff on site creates too many opportunities for Government guidance to be breached	3x4=12	<ul style="list-style-type: none"> Minimise the number of external visitors to the site as much as possible All visitors to be recorded to adhere to track & trace guidance No large gatherings such as assemblies, parents evenings or performances 	Y	<p>Full reopening means full staffing, however avoid external visitors onto the site during busy times. Visitors to be recorded for Test and Trace reasons</p> <p>No Collective Worship sessions in the hall or Parents' evening and performances.</p> <p>Continuation of virtual meetings with staff, governors, parents, professionals etc.</p>	Y	3x3 = 9
3.5	Pupil's behaviour on the return to school does not comply with school guidelines	3x3=9	<p>Clear messaging to pupils on the importance and reasons for control measures is reinforced throughout the school day by staff and through posters. For young children this is done through age-appropriate methods such as stories and games.</p> <ul style="list-style-type: none"> Staff model behaviour consistently. The movement of pupils around the school is minimised. Break times and lunch times are structured to support maintenance of bubbles and are closely supervised. The school's behaviour policy has been revised to include compliance with measures and this has been communicated to staff, pupils and parents. Senior leaders monitor areas where there are breaches of measures and arrangements are reviewed. Messages to parents reinforce the importance of the measures are sent by the school. 	Y	<p>High expectations of pupils' behaviour on their return;</p> <p>High focus of behaviour expectations through staggered start – reinforcement of behaviour expectations through SLT message (virtual) and also class teacher expectations;</p> <p>Revised addendum to the Behaviour Policy to include non-negotiable response to incidences of spitting.</p> <p>DEMAT pupil expectations posters</p> <p>Reduce movement around the school;</p> <p>Minimal number of children at break and lunch – high expectations/ consistency of management by Bubble staff;</p> <p>Support by SLT to reinforce behaviour expectations to individuals and parents;</p> <p>Communication with parents where appropriate;</p> <p>Use of praise to reinforce positive behaviour expectations and consequences where the school rules have been broken. SLT continue to be involved with behaviour management as required within the revised Behaviour Policy agreed with staff.</p> <p>Pre-visits with vulnerable children during the w/b 01.03.21 to reduce anxiety and negative/ anti-social behaviour in respect of negative emotion.</p>	Y	3x2= 6
3.6	Movement around the site results in social distancing breaches	3x4=12	<ul style="list-style-type: none"> Movement to be restricted within bubble areas or classrooms Wider movement around the school to be supervised Where movement of bubble groups cross paths ensure pupils remain at opposite edges of corridor 	Y	<p>Entrance and exit to classroom through the most direct route – usually through external fire door/ cloakroom entrance.</p> <p>Corridors to be used by pupils to the minimum – accessing toilets/ cloakroom etc.</p> <p>Movement around school corridors limited and supervised.</p> <p>Register collection etc completed by adults online.</p>	Y	3x2 = 6

Ref	Area for concern	Risk rating prior to action (severity x likelihood)	Control measures	In place? (Yes/No)	Additional school measures / comments	In place? (Yes/No)	Residual risk rating (severity x likelihood)
					Control of leaving/entering a Bubble at the beginning and end of the school day and at the end of break/lunch. Practised with the children. Left hand side walking around the school by pupils and staff to ensure clarity. ICT suite now used by different Bubbles, cleaning between Bubble use each day. Social distancing maintained, including by staff moving around the school wherever possible – awareness of one another. Staff members strongly advised s to wear a face mask when moving around the corridors and in communal areas.		
3.7	Lunch and break times provide social distancing breaches as pupils circulate	3x4=12	<ul style="list-style-type: none"> Either stagger lunch breaks to reduce risk of bubbles merging OR Zone off areas of the playground and/or field to give each bubble space to occupy Dining room can be used but not for more than one bubble at a time – if used tables must be cleaned between bubbles 	Y	Staggered breaks/ lunchtimes to avoid Bubbles mixing/sharing equipment; Dry and wet lunch outdoor play spaces determined to avoid mixing of Bubbles during break time/lunchtime periods and also equal access to outdoor space; Bubble spaces defined and shared with stakeholders– children to understand why these need to be respected; Dining room not used at this time as 7 Bubbles in school and concern regarding the speed that children finish lunch etc. – opportunity to introduce dining room lunches through future risk assessments, however need to build in clearing and cleaning of tables to avoid Bubble mixing within this shared space. Introduce Reception only to the lunch hall to enable Reception classrooms to be cleaned.	Y	3x2 = 6
3.8	Toilet queues and handwashing queues breach bubbles	3x4=12	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. Floor markings are in place to enable social distancing. Pupils know that they can only use the toilet one at a time. Pupils are encouraged to access the toilet throughout the day to help avoid queues. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 	Y	Toilets allocated to each Bubble Kidz Biz to use defined toilets with Year 4 toilet cleaned ahead of the KB session to avoid cross-contamination. Routines regarding queuing for toilets handwashing etc. to be established through the first couple of days in September then ongoing and monitored by staff – Y6 handwashing routine to be shared.	Y	3x2 = 6

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					Washing routines reinforced through videos in September remembering some child will not have access this message since March.		
3.9	Start and end of the school day provides opportunities for parents to congregate and breach social distancing guidelines	3x4=12	<ul style="list-style-type: none"> Stagger arrivals OR Use separate entrances OR Line pupils up in zones across playground before entry to school OR School based method of minimising congregation of people outside the school 	Y	<p>Stagger arrivals. Multiple gates used - 4 different times, 4 different gates Year 6 playground pedestrian gate, Year 4/5 big double gates – children only (no lining up) enter through fire door to classroom – 2 different times, Y4 Chester – slope – in/out – children only – parent wait at school entrance not coming up slope – 1 time. Year 1/3 – one way system – gate in the grass area below Reception area, exit by hall fire door gate, Year 2 big gates to the rear of the school – children enter up the slope; Reception and Year 2 – Orton Hall Hotel entrance gate (pedestrian only, car park only available when the Hotel is open). Start and end of school day set to ensure all children have equal access to learning time at the expected level.</p> <p>Nominated staff member on gates to ensure correct access. Caretaker and senior staff to support the staggered approach on a daily basis.</p>	Y	3x3 = 9
3.10	Fire procedures are not appropriate to cover new arrangements	5x4=20	<ul style="list-style-type: none"> Headteacher to review fire procedure protocol and amend in line with current school arrangements. Fire drill must take place within 3 days of all pupils being in school full time 	Y	<p>Fire signs for 7 Year groups to ensure social distancing and clarity of expectation etc. Fire drill undertaken; Classes to practise/ reinforce fire procedures as part of induction; Fire protocol to be shared as part of the staff pack prior to the start of the school year and revised plans displayed in classrooms for staff.</p>	Y	4x1 = 4
3.11	Building statutory compliance checks (as set out in the DEMAT Premises	4x3=12	<ul style="list-style-type: none"> Review the compliance checklist contained within DEMAT guidance Contact Rachel Lamb with queries 	Y	<p>Building statutory compliance checks completed – use of DEMAT guidance. Signed off by SLT.</p>	Y	4x1 = 4

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	Guidance) have not been completed				Fire Risk Assessment/ Legionella/Water inspection scheduled for the Autumn Term 2 and ongoing. Rooms not being used, flushing to prevent legionella – monthly visit		
3.12	Contractors working on site may pose social distancing risk	3x3=9	<ul style="list-style-type: none"> All works that take place, must be coordinated by Rachael Lamb, Building Surveyor for the Trust Central Team or have been approved in advance. Ensure all essential visits by contractors are aware of the school's opening arrangements and carry out a risk assessment prior to any visit. 	Y	Most works schedule for during the holiday periods or not impacting Bubbles, i.e. kitchen flooring replacement (July/ early Aug)/ Boiler House 2 – not yet scheduled; Work to be carried out only in agreement with Rachael Lamb/ Joanne Patterson/ Keith Curtis; Risk Assessment undertaken if emergency works is required;	Y	3x1 = 3
4	Safeguarding, and mental health <p style="text-align: right;"><u>RETURN TO TOP OF RISK ASSESSMENT</u></p>						
4.1	Pupil's mental health has been adversely affected during the period of closure	4x3=12	<ul style="list-style-type: none"> All staff to be made aware of the Government guidance – Guidance for the public on the mental health and well-being aspects of coronavirus. Refer to additional support within the DEMAT guidance Liaise with Dense Woodhouse for specific guidance 	Y	<p>All staff made aware of guidance through staff pack; Refer to additional DEMAT support guidance within staff pack; Children with additional needs including EHCP, additional risk management around their needs (including mental health); Pre-visits (w/b 01.03.21) for all EHCP pupils and pupils identified as vulnerable in their return to school.</p> <p>PSHE programme to continue each week, supporting Pupils' Well being. Encourage parents to seek medical advice where necessary. Signpost individuals to further professional support ie CALM</p>	Y	3x3 = 9

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4.2	Members of staff's mental health has been adversely affected during the period of closure	4x3=12	<ul style="list-style-type: none"> Explicitly and formally acknowledge that this may have happened. Open channels of communication between staff and senior leaders so that staff know how they may communicate needs and are encouraged to do so. Review access to professional services and signpost these where available. Collaborate with Trust Central Team to know what is available within Local Authorities and work with Trust leads to establish good practice. Staff have been reminded and provided with information in relation to the trust-wide EAP. 	Y	<p>Develop 'Bubble' identity with staff both virtual and in school– supportive groups ; Maintain communication – formal and informal – real and virtual; Guidance on the structure of the new term to be distributed in order to address questions and possible anxieties. (Aug 2020)</p> <p>Presence of SLT/ listening to staff/ supporting individuals/ groups.</p> <p>Team leaders to monitor well-being of staff and raise concerns with SLT.</p> <p>Clarity of expectations from senior leaders/ consistency of management/ support;</p> <p>Offer staff appropriate to seek formal support through Employee Assist programme – EA programme shared via email communication and signposted in staffroom/ central areas;</p> <p>Open communication - consultation;</p> <p>Collaboration with Trust Central Team/ LA – sharing of good practice;</p>	Y	3x3 = 9
4.3	Staff have not received updated safeguarding training for the new year	3x3=9	<ul style="list-style-type: none"> All staff to receive basic safeguarding updates at the September INSET KCSIE 2020 to be distributed to all staff; All staff have signed to say they have read, understood and will abide by Part One and Annex A Safeguarding policies to be updated in line with updated KCSIE 2020 & COVID-19 Appendix updated with any temporary amendments to the annual policy 	Y	<p>Staff training day – Thursday 3rd September – Safeguarding training including KCSIE 2020. Revision to policies etc.</p> <p>Safeguarding policy with Covid addendum prior to start of term (staff made aware 14.3.2020).</p> <p>All staff invited to training day and where unable to attend expectations to read documentation. (Staff paid to attend if not normally working on staff training days as part of contract.)</p> <p>Follow up Safeguarding sessions for staff New staff trained during January staff training day – 4.01.21</p> <p>Annual governors' safeguarding session scheduled for first governors' meeting of the academic year.</p> <p>LA Safeguarding Audit undertaken – Dec 2020 – 15.12.20</p>	Y	2x2 = 4

