

Introduction:

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

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



OVERALL RISK CATEGORISATION

Likelihood / Prevalence

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment



WIDER GUIDANCE ON THE RISK ASSESSMENT PROCESS



SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



SYSTEM OF CONTROLS



SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



SUPPORTING GUIDANCE DOCUMENTS AND LINKS



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

NOTES

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

RISK OVERALL

LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	OVERALL
3	13	3	8.84 MEDIUM

FUTURE:

LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	OVERALL
6	13	0	6.37 MEDIUM

RISK BREAKDOWN

Likelihood	CURRENT:				
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Severity	5	11	3	0	0
	1	0	0	5	13

FUTURE:

Likelihood	FUTURE:				
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Severity	8	11	0	0	0
	1	0	0	15	3

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / Likelihood / prevalence of risk occurring		Severely of Risk if it occurs	OVERALL CURRENT RISK level 1 - 25 (fills automatically)	Formulas Don't delete	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further Likelihood / prevalence of risk occurring		Severity of Risk if it occurs	OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support	(hide) Current Overall risk as number
				2 - Low	4 - High					2 - Low	4 - High								
Maintaining bubbles	Staff/ Pupils	Risk of infection due to lack of social distancing / not adhering to social distancing measures.	Controls in place for pupils of keyworker / vulnerable families, Nurs., Rec., Yr.1 & Yr.6 will continue for these groups of pupils. And will be extended to accommodate all pupils who will attend in September.	2 - Low	4 - High	MEDIUM			- Bubbles will assist of class sizes. - Staggered start and finish times for each class - Staggered break and lunch times for each class	2 - Low	4 - High	MEDIUM	Teacher/SLT	31/07/2021	Amber			8	
Travel to and from school - Dedicated school transport	Pupil/ Bus operative	Risk of infection due to lack of social distancing / not adhering to social distancing measures.	These children have not been attending school during lockdown.	1 - Very low	5 - Very high	MEDIUM			- Liaise with bus and train companies and LA school transport to ensure their advice is followed and they are compliant with social distancing guidance - Encourage pupils to walk or cycle, or parents to use car if this is an option - use of hand sanitiser upon boarding and/or disembarking - additional cleaning of vehicles - organised queuing and boarding where possible - distancing within vehicles wherever possible	2 - Low	4 - High	MEDIUM	SLT	31/07/2021	Amber	SLT to liaise with transport provider		5	
Travel to and from school - Public transport	Pupils / Bus Operatives	Risk of infection due to lack of social distancing / not adhering to social distancing measures.	No pupils currently accessing public transport during this period.	1 - Very low	5 - Very high	MEDIUM			- Staggered start and finish times for each class - Encourage pupils to walk or cycle, or parents to use car if this is an option	2 - Low	4 - High	MEDIUM	SLT	31/07/2021	Amber	SLT to liaise with bus companies		5	
Beginning of school day	Pupils/Parents/Carers/ Additional adults/Staff	Risk of infection due to lack of social distancing / not adhering to social distancing measures. Large number arriving at the same time to drop off pupils. Handwashing not undertaken prior to leaving home.	Currently a small number of pupils are on site (keyworker and vulnerable families). Accessing the building via different drop off points. Pupils immediately access handwashing facilities within the school.	3 - Medium	5 - Very high	HIGH			- Staggered start and finish times for each class - Pupils to go straight into school through a range of pre-determined entrances, and staff on duty will supervise this. - Limit the gathering of pupils and/or parents on the playground. - Communication of this will be sent to parents well in advance of September.	1 - Very low	5 - Very high	MEDIUM	SLT Class Teachers	31/07/2021	Amber	Staff will be reminded of this on the staff training day on 1st September		15	
Parents congregating at the gate (primary)	Pupils/Parents/Carers/ Additional adults/Staff	Risk of infection due to lack of social distancing / not adhering to social distancing measures.	Controls in place for pupils of keyworker / vulnerable families will continue for this group of pupils who are outside of the identified year groups relating to the wider opening of schools. Current practice will extend to pupils due to attend Nurs., Rec., Yr.1 & Yr.6	3 - Medium	5 - Very high	HIGH			• Stress to parents the importance of the Government's message about social distancing • Set out and communicate clear expectations for drop off / pick up • Leaflet for parents, social media campaign, advice and guidance on website making parents aware of the rationale for this.	1 - Very low	5 - Very high	MEDIUM	SLT Class Teachers	31/07/2021	Amber	Visual presence of teachers to be out there to manage this. Posters to be put up reminding parents of this and communication regarding this to be sent via the newsletter and put on the school website.		15	
Cloakroom facilities	Pupils/Staff	Risk of infection due to lack of social distancing / not adhering to social distancing measures.	Currently a small number of pupils are on site (keyworker and vulnerable families). Pupils bring lunch boxes into school and these are stored in the identified classroom. Cloakrooms are attached to individual classrooms and cleaned at the end of the day.	2 - Low	5 - Very high	MEDIUM			• Close cloakroom facilities or restrict access for a limited number of pupils at a time • Encourage pupils to bring only essential items into school	2 - Low	5 - Very high	MEDIUM	Class Teacher	31/07/2021	Green	Teachers to manage this process		10	
Assemblies	Pupils/Staff	Increased risk of infection due to social distancing not being adhered to and larger groups of pupils and staff in situ.	No assemblies are currently / have been taking place during the weeks of the lockdown period.	2 - Low	5 - Very high	MEDIUM			• Cancel assemblies or broadcast them into each classroom via Teams or Skype	1 - Very low	4 - High	LOW	SLT	31/07/2021	Green	All assemblies to be held virtually		10	
Social distancing in classrooms	Pupils/Staff	Risk of infection due to social distancing not being adhered to. Movement within a classroom environment bringing children within 2 metres of each other and enabling them to pass the virus on to others (via droplets).	Currently pupils of key workers and those identified as vulnerable are on site. Pupils are collected by parents/carers from the main school entrance at 3.30. Staff ensure social distancing measures are in place although constant reinforcement of the expectations are required.	2 - Low	5 - Very high	MEDIUM			• Maintain bubbles - staff and pupils stay together as much as possible and stick to DfE advice re seating arrangements, social distancing. • All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. • Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. However, this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer. • Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.	2 - Low	4 - High	MEDIUM	Class Teacher	31/07/2021	Amber	This will be clarified on the training day.		10	
Lining-up	Pupils / staff	Risk of infection due to social distancing not being adhered to. Movement within a classroom environment bringing children within 2 metres of each other and enabling them to pass the virus on to others (via droplets).	Currently pupils of key workers and those identified as vulnerable are on site. When lining up pupils are expected to maintain a 2 metre social distance and are reminded of this. It may not be possible to maintain this with the youngest pupils, throughout the school day.	2 - Low	5 - Very high	MEDIUM			• Educate pupils about social distancing when lining-up • Use floor markers for younger pupils if possible • Limit the need for lining-up	2 - Low	4 - High	MEDIUM	Class Teacher	31/07/2021	Amber	Parents and carers to be advised of this via the school website and teachers to be informed on the training day.		10	
Keeping pupils separate at lunchtime	Pupils / staff	Risk of infection due to social distancing not being adhered to / compromised and virus passed on to others through coughs, sneezes (droplets).	Currently pupils of key workers and those identified as vulnerable are on site. Pupils eat together and tables are socially distanced. All lunches are cold meals. Pupils spend time outside if the weather permits and inside when it does not. Reminders are given to all pupils to ensure the 2 metre rule is recognised and adhered to. This may be compromised where children wish to play together, particularly the youngest pupils with the EYFS.	2 - Low	5 - Very high	MEDIUM			• Staggered lunchtimes/rotas to maintain 'bubbles' • Social distancing guidance to be followed - additional supervision might be necessary	2 - Low	4 - High	MEDIUM	Class Teacher Lunch time supervisors	31/07/2021	Amber	Lunch time supervisors will be mixing between bubbles and will need to observe the social distance 5m rule		10	
Social distancing at breaktimes	Pupils / staff	Risk of infection due to social distancing not being adhered to / compromised and virus passed on to others through coughs, sneezes (droplets).	At break times pupils play outside when the weather allows and in the classroom area when it does not. Reminders are given to all pupils in relation to the 2 metre rule but this may be compromised when young pupils are playing, particularly those within EYFS.	3 - Medium	5 - Very high	HIGH			• Staggered breaks for different year groups • Provide activities to ensure social distancing (eg Daily Mile, etc) • Provide additional supervision to ensure pupils observe social distancing	2 - Low	4 - High	MEDIUM	Class teachers	31/07/2021	Green	Staggered break times will ensure that the bubbles are maintained		15	

Social distancing - toilets	Pupils / staff	Risk of infection due to social distancing not being adhered to / compromised and virus passed on to others through coughs, sneezes (droplets).	Pupils use the toilet facilities one at a time and are reminded to wash their hands thoroughly in accordance with current guidelines. The process is monitored effectively by TAs.	2 - Low	5 - Very High	MEDIUM	<ul style="list-style-type: none"> Staff limit the number of pupils (eg one in, one out) - see also Hygiene and cleaning requirements It is not necessary for bubbles to have different toilet facilities but additional cleaning might be needed 	1 - Very low	4 - High	LOW	Class teachers	31/07/2021	Amber	Teachers to manage this process	10
Staff safety - social distancing	Pupils / staff	Risk of infection due to social distancing not being adhered to / compromised and virus passed on to others through coughs, sneezes (droplets).	Staff are reminded to adhere to the rules around social distancing in accordance with national guidelines.	2 - Low	5 - Very High	MEDIUM	<ul style="list-style-type: none"> Ideally, adults should maintain 2 metre distance from each other, and from children. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. Limit the number of staff accessing the staff room at the same time Facilitate staff taking their breaks - supervision of pupils must remain constant if possible Cancel face-to-face staff meetings Regular briefings via e-mail Hold meetings on line 	2 - Low	4 - High	MEDIUM	Class teachers	31/07/2021	Amber		10
End of day procedures	Pupils / staff	Risk of infection due to social distancing not being adhered to. Handover is not consistently well managed and parents do not adhere to social distancing.	Pupils are collected by parents/carers from the main school entrance at 3.30pm. Staff ensure social distancing measures are in place although constant reinforcement of the expectations are required.	2 - Low	5 - Very High	MEDIUM	<ul style="list-style-type: none"> Staggered times for exit at the end of the day Parents to observe social distancing rules when waiting for their child Leave the school grounds in a timely and orderly manner 	1 - Very low	4 - High	LOW	Class teachers	31/07/2021	Green	Staggered finish times will ensure that the bubbles are maintained	10
Social distancing - trips and events off site	Pupils / staff	Risk of infection due to social distancing not being adhered to. Movement during a school trip or event off site resulting in pupils/staff being within 2 metres of each other / spreading the virus.	There are currently no trips or events taking place off site.	1 - Very low	4 - High	LOW	<ul style="list-style-type: none"> Cancel all off-site events including swimming sessions, school trips and local visits. Once social distancing allows, reinstate trips. Risk assessments for visits must include COVID-19 requirements and explain how bubbles will be maintained. 	1 - Very low	4 - High	LOW	SLT	31/07/2021	Amber	SLT to agree the process for this and inform class teachers	4
Social distancing if parents are in school	Pupils / staff	Risk of infection due to social distancing not being adhered to.	Currently parents do not enter into the wider school unless there is a safeguarding concern. All interactions are conducted in line with social distancing.	1 - Very low	4 - High	LOW	<ul style="list-style-type: none"> Cancel parents' evening and special assemblies/concerts Arrange meetings with parents online or over the telephone. 	1 - Very low	4 - High	LOW	SLT	31/07/2021	Amber	SLT to agree the process for this and inform class teachers	4
Close proximity of staff and pupils	Pupils / staff	Risk of infection due to social distancing not being adhered to.	Currently pupils and staff are situated 2 metres apart within the classroom environment it is difficult to ensure this practice is maintained by younger pupils within EYFS.	2 - Low	4 - High	MEDIUM	<ul style="list-style-type: none"> Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. 	2 - Low	4 - High	MEDIUM	Class Teachers SLT	31/07/2021	Green	Teachers to stay with their bubbles	8
Visitors to school	Pupils / staff / General public	Risk of infection due to social distancing not being adhered to. Movement within a classroom environment bringing staff and children within 2 metres of each other.	The only visitors to school are linked to essential maintenance which takes place when pupils are not on site or the delivery of school meals. Where safeguarding visits are required these are managed in line with social distancing requirements of 2 metre distance.	2 - Low	4 - High	MEDIUM	<ul style="list-style-type: none"> Limit all but essential visitors to school and do not allow any visitors into school if they are displaying COVID symptoms Produce clear guidance for any contractors if they have to make essential site visits. Essential maintenance should be accommodated wherever possible and where social distancing can be observed. See joint statement from WCC education and property services teams. See also 'Building work and logistics'. 	2 - Low	4 - High	MEDIUM	SLT	31/07/2021	Green	SLT to agree the process for this and inform all staff	8
Pupils who attend more than one setting eg alternative provision	N/A	N/A	N/A	1 - Very low	1 - Very low	LOW	N/A	1 - Very low	1 - Very low	LOW	N/A	N/A	Green	N/A	1

2 - Quality of Education

NOTES

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

RISK OVERALL

CURRENT:

LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	OVERALL
2	12	1	8.40
			MEDIUM

FUTURE:

LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	OVERALL
3	12	0	6.73
			MEDIUM

RISK BREAKDOWN

CURRENT:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	2	5	6	2	0
Severity	0	0	10	5	0

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	2	8	5	0	0
Severity	0	1	12	2	0

Description of the risk / Hazard / Challenge	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT:		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED:		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
How do we compensate for the gaps in pupils' knowledge and skills that will have developed following their extended absence from school?	<ul style="list-style-type: none"> • Gaps will be wide for some pupils and less so for others depending upon the quality and quantity of home learning that has taken place • Where learning was not secure foundations will lack stability - consolidation or re-teaching will be essential and individual needs will need to be swiftly identified. • Pupils who do not return to school will be at risk of further gaps appearing and opportunities to practise skills reduced. Pupils most at risk are those identified as being disadvantaged and those pupils who are SEND - non-negotiable, next year group ready skills will be compromised for all pupils. 	<p>Pupils of key workers and vulnerable families are currently on site. Staff are skilfully differentiating activities for pupils throughout the day but this does not match the requirement of each curriculum pathway. Pupils who are currently learning from home have a wide range of age appropriate resources and these are updated daily. Staff use Class Dojo to deliver online learning. Content is available in a range of medium eg. online, paper copies, access to televised learning and daily tasks. School communicates regularly with pupils and families via newsletters, letters, texts and telephone calls. The risk assessment is based on the majority of pupils rather than all pupils. Where children are currently attending school or who are able to successfully access the home learning resources the risk is reduced. This does not, however, compensate for the lack of teacher input, feedback and marking.</p>	4 - High	4 - High	HIGH	<ul style="list-style-type: none"> • Identify key component knowledge and skills within individual year groups and subjects areas (ie the non-negotiables) • Prioritise these when pupils return to school in the first half of the autumn term. • Baseline pupils on re-entry in an efficient, timely manner, so as not to further delay teaching and learning. Be mindful of pupils' mental health and wellbeing. • Take into account the online learning that pupils may have engaged in during the school closure (in some areas there may have been a high level of engagement and this should not be ignored) • Use pupil premium and catch-up funding to provide disadvantaged pupils with more intensive catch up support • Provide after-school catch-up clubs/holiday clubs if possible • Target those pupils with greatest need of additional support 	3 - Medium	3 - Medium	MEDIUM	Class Teachers SLT	31/08/2021	Amber	Class teachers to use the data to identify the gaps. Class teachers to base line the pupils on their return to school. Class teachers to plan, write and deliver a differentiated curriculum	
Covering the full range of subjects - staff moving from class to class, peripatetic teachers, supply staff	Increase risk of infection for themselves and others.	All staff and pupils have their temperature checked twice a day and hand sanitisers are strategically placed around the site and all staff and children are reminded to wash their hands regularly. And all areas of high touch are disinfected frequently.	3 - Medium	4 - High	MEDIUM	Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Staff who visit more than one setting should ensure they are familiar with and abide by the social distancing and hygiene requirements in each individual setting. Schools should make their requirements available.	3 - Medium	4 - High	MEDIUM	SLT	31/08/2021	Amber	SLT to Coordinate this	
Preparations for the changes to SRE that come into effect in September 2020	There will be a delay in teaching and learning in response to SRE education. This will need to be taken into consideration when planning steps in September.	SRE programme of study is in place, however there will be a delay in implementing new aspects of the curriculum. Consultation with parents will be a priority area for the Autumn term.	4 - High	3 - Medium	MEDIUM	<ul style="list-style-type: none"> • Communication with parents and Governors in relation to the SRE curriculum will be a key focal area of teaching and learning in the Autumn term. Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021. 	2 - Low	3 - Medium	MEDIUM	SLT SRE Coordinator	31/08/2021	Amber	SLT to devise plan of action for this to be implemented by the summer 2021.	
Online or home learning may need to continue for some pupils, running alongside return to school for other pupils. Plan this for contingency if a fourth wave, lockdown measures or a local outbreak of COVID necessitates school closure.	All pupils have access to a range of home learning opportunities using a range of medium eg. online/paper copies/televised. These are differentiated where possible to ensure curriculum access is maximised.	Currently the quality of home learning materials has been high. Pupils have had access to Class Dojo and Microsoft Teams. Those pupils who have had difficulty accessing Class Dojo or Microsoft Teams have been offered the paper copies to aid learning. PSHE lessons will be taught to support pupils socially and emotionally. Direction will be taken on the advice of Government guidelines, which will give additional clarity to schools, pupils and parents as to what remote education will be provided. However the curriculum will remain broad and ambitious. Remote education will be of high quality and align as closely as possible with in school provision.	3 - Medium	3 - Medium	MEDIUM	<ul style="list-style-type: none"> • Make sure teacher workload is managed well • Plan a bridging unit that pupils in school and at home could all work on at the same time - consider guidance such as the EEF rapid evidence review of remote learning <p>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. In developing these contingency plans, we expect schools to follow the detailed expectations set out in guidance released on February 2021. Schools are expected to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. Schools are expected to avoid an over-reliance on long-term projects or internet research activities. The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided.</p>	3 - Medium	3 - Medium	MEDIUM	Class Teachers	31/08/2021	Amber	Class teachers to include online home learning when planning and setting work for pupils.	

Curriculum adaptations	Reducing the subjects taught will disadvantage the children's knowledge and will be greater for those children who fall into the category of disadvantaged or SEND.	Assessments were undertaken just before lockdown and will be done again for all children when they return to school as to ascertain where they are at.	3 - Medium	4 - High	MEDIUM	Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021. Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.	2 - Low	3 - Medium	MEDIUM	Class Teachers	31/08/2021	Amber		
Addressing the needs of all children	Not addressing the needs of all children will result in them falling behind and not being able to catch up to where they should be at.	Teachers are able to monitor those children who have been undertaking the work placed online. Regular welfare calls have also highlighted what area(s) children have found challenging.	3 - Medium	3 - Medium	MEDIUM	Plan on the basis of the educational needs of pupils - Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.	3 - Medium	3 - Medium	MEDIUM	Class Teachers	31/08/2021	Amber	Class teachers to use the data to identify the gaps and needs of pupils. Class teachers to base line the pupils on their return to school. Class teachers to plan, write and deliver a differentiated curriculum	
Remote learning	Parents/carers find it increasingly challenging to motivate their child and keep them engaged in their learning.	Third party online educational resources have been used to increase the engagement of learning.	2 - Low	3 - Medium	MEDIUM	Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.	2 - Low	3 - Medium	MEDIUM	Class Teachers	31/08/2021	Amber	Class teachers to include remote learning when planning and setting work for pupils. Remote learning will be the same quality and will align as closely as possible with school provision.	ICTDS - reviews of home learning resources WCC ICT support for blended learning
Early Years	Pupils have missed a significant amount of communication, language, personal, social, emotional and physical development time.	Teachers have been providing interactive work for their pupils online to aid them with their development.	2 - Low	3 - Medium	MEDIUM	For children in nursery settings, teachers should focus on the prime areas of learning, including communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYF's disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.	2 - Low	3 - Medium	MEDIUM	Class Teachers SLT	31/08/2021	Amber	Class teachers to use the data to identify the gaps. Class teachers to base line the pupils on their return to school. Class teachers to plan, write and deliver a differentiated curriculum	
Key stage 1 & 2	Pupils have missed a significant amount of learning relating to reading, maths and phonics.	Teachers have been providing interactive work for their pupils online to aid them with their learning.	2 - Low	3 - Medium	MEDIUM	For pupils in key stages 1 and 2, school leaders will prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum will remain broad, so that the vast majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.	2 - Low	3 - Medium	MEDIUM	Class Teachers SLT	31/08/2021	Amber	Class teachers to use the data to identify the gaps. Class teachers to base line the pupils on their return to school. Class teachers to plan, write and deliver a differentiated curriculum	
Specific subjects where the risk of passing on any infection could be higher - music	Increase risk of infection to themselves and others.	Music lessons will be taking place.	1 - Very low	4 - High	LOW	There will be no one to one music lessons taking place for the foreseeable future. All other music lessons follow the Charanga musical school programme	1 - Very low	3 - Medium	LOW	Class Teachers	31/08/2021	Green	Music programme has been restricted to stop the risk of contamination.	
Specific subjects where the risk of passing on any infection could be higher - sport	Increase risk of infection to themselves and others through close contact sports	PE lessons will be taking place.	1 - Very low	4 - High	LOW	Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice: • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures. Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.	1 - Very low	4 - High	LOW	Class Teachers	31/08/2021	Green	PE will be done in their bubbles	
Catch up	Loss of educational time has impacted on all pupils but in particular those children who fall into the category of disadvantaged or have SEND needs	Teachers have been allocating work to the pupils based on their needs as to maintain their standard of knowledge.	3 - Medium	3 - Medium	MEDIUM	Schools will receive catch up funding - exact allocations to be decided. Schools can use this funding as they see fit to support pupils' catch up. Alongside this, the DfE National Tutoring Programme which will deliver 1 tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening. The evidence shows that tutoring is an effective way to accelerate learning, and we therefore believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted.	2 - Low	3 - Medium	MEDIUM	Governors SLT	31/08/2021	Green	Class teachers to identify pupils through the use of baseline testing and data on their return to school. SLT to apportion funding as appropriate.	

Ofsted inspections	The school's improved performance may be impacted because of this situation.	Staff have been following government guidance and the guidance from the local authority to insure that all pupils are receiving the best learning they can under these circumstances.	3 - Medium	3 - Medium	MEDIUM	For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in this document, and will not result in a judgement. A brief letter will be published following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public. In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding. It is anticipated that Ofsted inspections will begin again in the summer term, however this may be revised. Ofsted inspection are being conducted remotely.	3 - Medium	3 - Medium	MEDIUM	SLT	31/08/2021	Amber	Monitoring visit is due in October
Statutory Assessments	Pupils have missed a significant amount of learning to confidently undertake any assessments.	Teachers have been allocating work to the pupils based on their needs as to maintain their standard of knowledge.	2 - Low	3 - Medium	MEDIUM	All statutory testing has been postponed until further notice. Schools await guidance.	2 - Low	2 - Low	LOW	SLT Class Teachers	31/08/2021	Amber	SLT to make class teachers aware of the forthcoming assessment dates
Accountability	Data has not been collected during this period of time and therefore an accurate picture of pupils levels can not be determined.	Teachers have been using previous years data to guide them on their pupils knowledge	2 - Low	3 - Medium	MEDIUM	Performance tables are suspended for the 2020 to 2021 academic year, and no school or college will be judged on data based on exams and assessments from 2021. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. The Department for Education will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at coronavirus (COVID-19): school and college accountability.	2 - Low	3 - Medium	MEDIUM	SLT Class Teachers	31/08/2021	Amber	SLT to analyse all data and prepare report for the impending Ofsted monitoring inspection.

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



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

NOTES

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

RISK OVERALL

CURRENT:			
LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	OVERALL
0	5	0	9.60 MEDIUM

FUTURE:			
LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	OVERALL
1	4	0	8.40 MEDIUM

RISK BREAKDOWN

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

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) Likelihood / prevalence of risk occurring		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5) Likelihood / prevalence of risk occurring		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Severity of Risk if it occurs	Severity of Risk if it occurs			Severity of Risk if it occurs							
School staff are not aware of safeguarding incidents that occurred during the school closure	Pupils	Physical well being Mental well being	Contact parents of vulnerable pupils twice weekly and remaining pupils on a weekly basis. Keyworker/vulnerable bubble maintained throughout Lockdown. Contact maintained with key agencies throughout Lockdown. Free School meal Vouchers and Universal food parcels provided/collected by families. School website links and signpost parents/carers to supporting agencies.	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> • DSLs maintain contact with social workers/keyworkers of pupils with CP Plans, CM Plans and Early Help Plans • Any developments during lockdown are recorded on the system • Ensure that school information is up-to-date – safeguarding leads at LAs to send DSL information in relation to new referrals as a matter of urgency • Ensure any guidance issued re safeguarding is followed 	3 - Medium	4 - High	MEDIUM	DSL HOS	On going	Amber	DSL to engage pupil in conversation on return to school to identify any safeguarding concerns	
Pupils may have suffered forms of abuse during lockdown and they have not had the opportunity to disclose these to anyone	Pupils	Physical well being Mental well being	Staff engage in conversations with pupils during well being calls. Class Dojo enables pupils to have direct contact with teacher/supportive adults in school. School website links pupils to supporting agencies.	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> • Ensure that there are opportunities for whole class PSHE lessons/circle times/discussions, group activities and one-to-one discussions (if required) for pupils to share feelings/ anxieties/thoughts in a safe manner (this will be of benefit to all pupils) • Build capacity on the pastoral team - there may be a spike in disclosures when pupils return 	3 - Medium	4 - High	MEDIUM	DSL HOS	On going	Amber	DSL to engage pupil in conversation on return to school to identify any safeguarding concerns	
Attendance	Pupils	Attainment & mental wellbeing (self esteem / friendship groups)	Targeted support for vulnerable pupils / pupils at risk of low level attainment. One to one tutoring identified and implemented. End of year reports include attendance data. Attendance letters sent to parents outlining concerns (persistent abs).	2 - Low	3 - Medium	MEDIUM	School attendance will be mandatory again from the beginning of the autumn term. Communicate with parents well in advance. Contact LA, following normal procedures if any pupil's absence becomes a concern.	3 - Medium	2 - Low	MEDIUM	SLT	On going	Amber		
Shielding pupils	Pupils	Physical well being Mental well being	Contact maintained with families throughout period of lockdown. No pupils currently identified as 'shielding'.	2 - Low	3 - Medium	MEDIUM	Where children fail to attend school as parents are following clinical and/or public health advice, absence will not be penalised. If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).	2 - Low	2 - Low	LOW	SLT Class Teachers	On going	Amber	Staff to be vigilant	
DSL capacity to cover potential increase in demand	Pupils & families. Staff / DSLs	Physical well being Mental well being	Identified DSLs within school. Staff have heightened awareness of safeguarding matters via briefing re: wider school opening, and familiarisation with reporting and recording process. PSHE sessions within school bubbles provide opportunity for pupils to share lived experience of lockdown / address some concerns via Drawing & Talking Therapy / Early Help referrals.	3 - Medium	4 - High	MEDIUM	Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.	2 - Low	4 - High	MEDIUM	SLT	On going	Amber	SLT to hold regular meeting with DSL to ensure the are fully supported.	

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment



4 - Pupils with SEND (including medical needs)

NOTES

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RISK OVERALL

CURRENT:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	6.44 MEDIUM
3	6	0	

FUTURE:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	5.44 MEDIUM
3	6	0	

RISK BREAKDOWN

Likelihood Severity	CURRENT:				
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
3	6	0	0	0	0
0	1	0	8	0	0

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT.		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED.		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Risk Level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Risk level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Pupils with underlying health conditions are at a higher level of risk	Pupils/Staff	Significant risk if virus is caught by pupils/staff with underlying health conditions.	Pupils/Staff with underlying health condition do not currently attend the setting. Pupils who suffer from asthma have current named inhalers in school.	1 - Very low	2 - Low	LOW	• Seek medical guidance for pupils with serious under-lying health conditions, such as cystic fibrosis, who may need to stay at home. • Extra vigilance will be needed for this and other underlying health conditions in relation to social distancing eg for pupils with asthma (safety measures may vary from pupil to pupil)	1 - Very low	2 - Low	LOW	SLT/Staff	On going	Amber	Reinforce with staff the importance of keeping HOS informed in line with policy expectations (enhanced due to current situation).	
Staff with under-lying health conditions and/or pregnant staff are at a higher level of risk	Staff	Staff may be at a higher level of risk should they contract Covid-19.	Staff with underlying health conditions should inform the HOS if they are or suspect they may be pregnant. Government guidelines to be followed in respect of safe attendance at school and/or remote.	2 - Low	4 - High	MEDIUM	• Seek medical guidance that may recommend that the staff member remains at home	2 - Low	3 - Medium	MEDIUM	SLT	On going	Amber	Reinforce with staff the importance of keeping HOS informed in line with policy expectations (enhanced due to current situation).	
Some pupils with SEND: - may have no awareness of space - may spit, scratch or bite - may require intimate care, incl. on-site nursing (hence social distancing cannot be implemented)	Pupils	Risk of transmission due to close proximity of pupils/staff and associated behaviours.	There are currently no pupils attending school who may display this behaviour	2 - Low	4 - High	MEDIUM	• Risk assessments to be updated to reflect the additional measures that will need to be followed in relation to these challenges (this may include the use of PPE) with specific reference to staffing requirements	2 - Low	4 - High	MEDIUM	SENDco	On going	Amber	Ensure policies and procedures, including appendices are effectively communicated to staff. Ensure staff who are trained to Team Teach have a full understanding of procedures and feel safe in their actions.	
Sudden announcement of a return to school for ASD pupils will cause anxiety	Pupils/parents	The management of change must be sensitively led in order to marginalise the potential for anxiety.	At the moment there are no pupils with diagnosed ASD returning to school	2 - Low	4 - High	MEDIUM	• Ensure parents have advance notice of start date, so that they can prepare their child for the return to school (walk to school and back home each day - put uniform on daily - structure the day at home to begin to mirror the day at school - telephone call(s) between the pupil and teacher)	2 - Low	3 - Medium	MEDIUM	SENDco	On going	Amber	An approach has already been made to the significant adult in the consortia to request support foot those children who were new to school in September and came at risk of exclusion. Much work was done to support the pupil's identified and communication has been maintained with parents. The success that has been achieved over	
Alternative provision	Pupils/parents	The risk of contracting and spreading the infection.	At the moment there are no pupils who attend Alternative Provisions	1 - Very low	4 - High	LOW	Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child. • Provide pupils who attend AP with extra in-school support to help them manage their emotions and mental health	1 - Very low	4 - High	LOW	SLT	TBC	Green	No children attend alternative provisions	
LA organised transport to and from school for pupils with EHCps	Pupils/parents	The risk of contracting and spreading the infection.	At the moment there are no pupils who use this service	1 - Very low	4 - High	LOW	See logistics tab	1 - Very low	3 - Medium	LOW	SENDco	On going	Green	No Children use this service	
Work towards individual SEND targets	Staff/pupils	Foundations previously built may be unsteady and learning cannot move forward until gaps have been identified and filled.	Of the pupils currently in school some have been identified as SEND. Where this is the case learning has been differentiated in order to meet individual needs.	2 - Low	4 - High	MEDIUM	• Timely assessment of pupils linked to their specific targets on return to school - short, sharp interventions planned throughout the day and week to make up for lost learning and accelerate progress towards individual targets	2 - Low	3 - Medium	MEDIUM	SENDco	On going	Amber	Ensure class teachers liaise with SENDCO. Where possible allocate pupils to class pods with their own class teacher. Note that this may not be feasible due to staffing constraints.	
Medicines in school may become out-of-date	Staff	Medicine ineffective when needed.	All pupils currently in school have had their medications checked and updated. Medication along with the accompanying medical files are kept securely in a defined area. A qualified first aider is on site every day.	2 - Low	4 - High	MEDIUM	• An appointed member of staff (possible admin staff) to check all medications and inform parents/necessary bodies if they need to be replaced. • Every September a medical review is conducted for all those pupils who are on the medical list	2 - Low	4 - High	MEDIUM	Staff/parents	On going	Amber	Ensure all staff are aware of the appendix to the medical policy. Daily check of equipment to ensure it is in good working order. In the event of a system failure mobile phones will be used in accordance with the appendix to the safeguarding/mobile phone policy.	National guidance - Public health; local guidance - school nurse service.
Shielding pupils	Pupils	Physical well being Mental well being	Staff are contacting parents/carers of pupils who have identified with SEND needs on a weekly basis.	2 - Low	4 - High	MEDIUM	Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity.	2 - Low	3 - Medium	MEDIUM	SLT Class Teachers	On going	Amber	Ensure class teachers liaise with SENDCO.	

5 - Emotional and Behavioural Considerations

NOTES

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RISK OVERALL

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
2	5	0	4.57
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
6	1	0	3.43
			LOW

RISK BREAKDOWN

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

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) Likelihood / prevalence of risk occurring		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5) Likelihood / prevalence of risk occurring		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Some pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)	Pupils/parents and carers	Anxiety/mental health/lack of understanding and support around bereavement	School staff have been able to support and signpost pupils and families where bereavement has been identified and is located on the school website	2 - Low	3 - Medium	MEDIUM	<ul style="list-style-type: none"> Prior to opening, encourage parents to share any significant information about their child with the school (via e-mail/telephone if possible) Provide in-school support and a named person (someone the pupil is close to) to support the pupil when they need it. If required, access specialist support for the pupil, and if need be their family. We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils. 	2 - Low	2 - Low	LOW	SLT	On-going	Amber		
Pupils with social and emotional difficulties may struggle with managing their behaviour when returning to school and the routines of school life (particularly pupils who attend PRUs)	Pupils/parents and carers/staff	Extremes of behaviour has been witnessed in the past that has required a Team Teach approach.	No pupils returning in this category.	1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> Ensure that these pupils are closely monitored and provided with the relevant support to help them to manage their emotions (ie prevention is better than cure) It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. 	1 - Very low	1 - Very low	LOW	SLT	On-going	Amber		
Some pupils may be more vulnerable to exclusion. Your behaviour policy may need to be reviewed to reflect the additional support needs of your pupils?	Pupils/parents and carers/staff	Extremes of behaviour has been witnessed in the past that has required a Team Teach approach.	There are currently no pupils in school who are at risk of exclusion.	1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> Identify the particular pupils who could be vulnerable to exclusion. Facilitate a phased return to meet their needs. Review your behaviour policy to reflect the additional support you might be providing. The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school. 	1 - Very low	1 - Very low	LOW	SLT	On-going	Amber		
Ey children may struggle with the return to routine and full-time education (almost like a second September start)	Pupils	Pupils may find the routines of school difficult and the change from March challenging to understand.	There are currently pupils in school from Nursery and Reception. The school routines have been adapted to accommodate the current situation.	2 - Low	3 - Medium	MEDIUM	<ul style="list-style-type: none"> Liase with parents prior to the start date so that parents can prepare the children (walk them to school and back home each day - practice putting their uniform on - structure the day at home to begin to mirror the day at school - get children excited about seeing their friends again) 	2 - Low	2 - Low	LOW	SLT	On-going	Amber		
Some pupils will not have had any social contact with anyone out of their immediate family (some may not even have had the use of social media) and hence seeing their friends may be emotionally overwhelming	Pupils	Pupils may experience anxiety.	Returning to School video on school website Contact has been made via class dojo Weekly keeping in touch telephone Weekly newsletter	2 - Low	3 - Medium	MEDIUM	<ul style="list-style-type: none"> Plan some social 'catching up' time for pupils and their friends that observe social distancing rules (almost a type of speed dating/rotational activity) so that they are emotionally prepared to learn 	2 - Low	2 - Low	LOW	SLT	On-going	Amber		
Some parents may be reluctant to send their children back to school because of the risk of infection and bringing the virus back into the family home	Pupils/parents and carers	Parents and pupils will be extremely anxious and may decide not to send their children back before they feel it is safe to do so.	There are currently pupils in school. Their parents/carers feel confident that school are using best endeavours to keep children and adults safe and accept that school can only mitigate the risks rather than eradicate them.	2 - Low	3 - Medium	MEDIUM	<ul style="list-style-type: none"> Reassure parents of the social distancing strategies that are being followed in school and the social, emotional and academic benefits associated with their child being back in school Provide extra capacity to the attendance team/family support workers, so that they can work with and support relevant families to get their pupils back into school 	2 - Low	2 - Low	LOW	SLT	On-going	Amber	National guidance Local - Leaflet for parents with consistent messages on social distancing.	

Support for emotional wellbeing	Pupils/parents and carers/staff	The unusual circumstances that pupils, parents, carers and staff have experienced over the last few months can impact on their emotional wellbeing, through increased uncertainty, lack of socialisation and lack of routine.	School staff have been able to support and signpost pupils and families where emotional wellbeing has been identified and is located on the school website. Staff who have identified with emotional wellbeing concerns have access to occupational support through Wes services	2 - Low	3 - Medium	MEDIUM	Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to: – support the rebuilding of friendships and social engagement – address and equip pupils to respond to issues linked to coronavirus (COVID-19) – support pupils with approaches to improving their physical and mental wellbeing. Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement. Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including: support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues – support for pupils with additional and complex health needs- supporting vulnerable children and keeping children safe. Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.	2 - Low	3 - Medium	MEDIUM	SLT	On-going	Amber		
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6 - Hygiene / Cleanliness and Health & Safety

NOTES

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RISK OVERALL

CURRENT:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13 - 25)	OVERALL
3	5	0	5.25 MEDIUM

FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13 - 25)	OVERALL
6	2	0	4.50 MEDIUM

RISK BREAKDOWN

	CURRENT:				
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	8	0	0	0
Severity	0	3	5	0	0

	FUTURE:				
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	8	0	0	0
Severity	0	6	2	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
Maintaining regular levels of hand washing/hygiene	Pupils/Staff	Risk of infection transmission	Pupils who are currently on site use hand sanitizer immediately on entry and receive constant reminders to wash their hands. Good hygiene is taught and practised throughout the day and hands are washed before and after break and lunch.	2 - Low	3 - Medium	MEDIUM	• Pupils to apply anti-bacterial hand gel as they enter the building at the start of the day and exit the building at the end of the day and regular hand washing opportunities (20 seconds) to be timetabled into daily routines – ensure there are adequate supplies of anti-bacterial hand gel and soap	2 - Low	2 - Low	LOW	SLT	On-going	Amber		National guidance Local – supplies of hand gel
When pupils sneeze or cough they will spread germs/bacteria, especially younger pupils/children	Pupils/Staff	Risk of infection transmission	Pupils who are currently on site are taught to sneeze or cough into a tissue or the crook of the arm and to throw away tissues and wash hands immediately. .	2 - Low	3 - Medium	MEDIUM	• As many schools do already, educate children and pupils about the need to cough/sneeze into a tissue or their elbow – dispose of tissue in a bin and wash hands for 20 seconds	2 - Low	2 - Low	LOW	SLT	On-going	Amber		National guidance Local – consistent messages, frequent reminders through social media
Keeping the school clean to a higher level of cleanliness	Pupils/Staff	Risk of infection transmission	Cleaners hours have been adjusted to meet the needs of the school during this period of wider opening. A list of cleaning requirements has been developed by SLT and is overseen by the site manager.	2 - Low	3 - Medium	MEDIUM	4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach Points to consider and implement: - putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: - more frequent cleaning of rooms / shared areas that are used by different groups - frequently touched surfaces being cleaned more often than normal - different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.	2 - Low	3 - Medium	MEDIUM	SLT	On-going	Amber		National guidance Local – supplies of wipes, consistent messages to cleaners and caretakers.
What if there are a shortage of cleaners due to self-isolation or illness?	Pupils/Staff	Risk of infection transmission	Caretaker undertakes cleaning duties on a regular basis. Staff availability is continually under review including cleaning operatives.	2 - Low	3 - Medium	MEDIUM	• Leaders to identify if this is the case in advance of re-opening so they are pre-warned • Individual cleaners may be able to extend their hours or work more flexibly if other cleaners are absent (eg working before and after school operating hours) • Additional cleaners can be sourced if required • Check terms of the contract, if appropriate	2 - Low	3 - Medium	MEDIUM	SLT	On-going	Amber		National guidance Local H&S guidance
How can schools limit the 'surfaces' that are shared between home and school to reduce the spread of any infection?	Pupils/Staff	Risk of infection transmission	Pupils currently in school are allowed to bring in lunchboxes from home as it is possible to clean areas to a high standard each day.	2 - Low	3 - Medium	MEDIUM	• All correspondence out of school to be uploaded to the website and correspondence into school to come via a phone call or e mail • All monetary transactions to be done via bank transfer whenever possible Encourage pupils to bring only essential items into school. Communicate this to parents well in advance. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.	2 - Low	2 - Low	LOW	SLT	On-going	Amber		
Face coverings	Pupils/Staff	Risk of infection transmission if face masks are shared	Currently disposable face masks are available to all those who wish to wear one. They are all aware that they are to be used by themselves only and are Not to be shared.	2 - Low	2 - Low	LOW	Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.	2 - Low	2 - Low	LOW	SLT	On-going	Amber		
Shared equipment	Pupils/Staff	Risk of infection transmission if equipment is shared	Pupils and staff have been instructed to not share equipment. But if the need to move equipment from one to another they are disinfected before being passed on to the next person.	2 - Low	2 - Low	LOW	For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.	2 - Low	2 - Low	LOW	SLT	On-going	Amber		
Spread of infection including asymptomatic	Staff	Risk of infection	Staff complete LFD testing twice weekly	2 - Low	2 - Low	LOW	For all staff to complete LFD testing twice per week, staff will follow guidelines as outlined on gov.uk	2 - Low	2 - Low	LOW	SLT	On-going	Amber		National Guidance

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment



7 - Possible COVID-19 Cases

NOTES

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

RISK OVERALL

CURRENT:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	8	0	8.78 MEDIUM

FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
2	4	0	8.33 MEDIUM

RISK BREAKDOWN

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

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT:		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED:		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Pupil begins to show symptoms when in school (cough and/or temperature developing)	Pupils / staff	Risk to individual pupil and risk of transmission to pupils and staff.	If a pupil becomes unwell and presents Covid-19 symptoms the class teacher will alert SLT immediately via the walkie talkie in each cohort. The child will be collected by an identified adult wearing PPE and taken to the Isolation Room within school until collected by a parent / carer. The parent will be contacted by the admin team and advised to request testing in line with the guidance and the pupil will be required to self isolate for 14 days as per Government guidelines. Within the Isolation Room, windows should be open for ventilation. If the pupil needs to go to the toilet while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be disinfected immediately after use.	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> • Pupil isolated and sent home as soon as possible • Parents of classmates informed so they can be extra vigilant with their monitoring 	3 - Medium	4 - High	MEDIUM	SLT/Identified First Aider	On-going	Amber	Ensure all stakeholders are fully aware of the procedure should a pupil or member of staff feel unwell with symptoms of Covid-19. Pupils must inform a member of staff and staff members must inform a member of SLT.	National guidance
We do not have any PPE in school and we may require this if pupils develop symptoms and need assistance (particularly pupils with SEND)	Pupils / staff	Risk to individual pupil and risk of transmission to pupils and staff.	PPE is available for all staff within the school. The Isolation Room has been identified and appropriate equipment in place - visor, protective mask, apron and gloves.	2 - Low	2 - Low	LOW	PPE has been sourced and supplies are adequate for the school.	2 - Low	2 - Low	LOW	SLT/Identified First Aider	On-going	Green	Ensure all stakeholders are fully aware of the procedure should a pupil or member of staff feel unwell with symptoms of Covid-19. Pupils must inform a member of staff and staff members must inform a member of SLT.	National guidance Local authority procurement might be an option?
Member of staff begins to show symptoms when in school (cough and/or temperature developing)	Pupils / staff	Risk to individual pupil and risk of transmission to pupils and staff.	If a member of staff becomes unwell and presents Covid-19 symptoms they will alert SLT immediately. The member of staff will exit the building by the nearest door and return home to request a test and initiate a period of self isolation.	3 - Medium	4 - High	MEDIUM	<ul style="list-style-type: none"> • Member of staff isolated and sent home and encouraged to use the NHS website to arrange a test (may then be able to return to work if negative - see below) 	3 - Medium	4 - High	MEDIUM	SLT	On-going	Amber	Ensure all stakeholders are fully aware of the procedure should a pupil or member of staff feel unwell with symptoms of Covid-19. Pupils must inform a member of staff and staff members must inform a member of SLT.	National guidance
Staffing shortages as a result of staff self-isolating	Pupils / staff	Lack of consistent staff in cohorts impacts on pupils well being and effective practice.	Currently it is possible to cover absence as staff are working in rotation.	2 - Low	3 - Medium	MEDIUM	<ul style="list-style-type: none"> • The introduction of testing for staff who have symptoms (cough and/or temperature) should ensure that only staff with COVID-19 symptoms are absent • Cover internally where possible to reduce the risk of bringing the infection into the school. This may be preferable to bringing in supply staff who will not be aware of the social distancing rules that are in operation • Consider the implications of sharing staff between schools in the same MAT, if this is common practice. 	2 - Low	2 - Low	LOW	SLT	On-going	Amber	Ensure all stakeholders are fully aware of the procedure should a pupil or member of staff feel unwell with symptoms of Covid-19. Pupils must inform a member of staff and staff members must inform a member of SLT.	National guidance
Test and Trace	Pupils / staff	Can affect pupils and staff attendance at work if the result is positive. Lack of consistent staff in cohorts impacts on pupils well being and effective practice.	Teachers will send work home to those pupils who are required to self isolate. For staff who are required to self isolate agency staff will be sourced to cover their class if needed.	3 - Medium	3 - Medium	MEDIUM	Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.	3 - Medium	3 - Medium	MEDIUM	SLT	On going	Amber	Ensure all stakeholders are fully aware of the procedure should a pupil or member of staff feel unwell with symptoms of Covid-19. Pupils must inform a member of staff and staff members must inform a member of SLT.	
What to do if anyone shows symptoms of Coronavirus.	Pupils / staff	Can affect pupils and staff attendance at work if the result is positive. Lack of consistent staff in cohorts impacts on pupils well being and effective practice.	The individual will be sent home immediately All those who have come into contact with them will be required to self isolate. Teachers will send work home to those pupils who are required to self isolate. For staff who are required to self isolate agency staff will be sourced to cover their class if needed. Areas that the individual has been/touched will be deep cleaned.	3 - Medium	3 - Medium	MEDIUM	<p>Schools should contact the local health protection team when they become aware of a confirmed case of Coronavirus. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The health protection team will</p> <ul style="list-style-type: none"> - carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate - work with schools in this situation to guide them through the actions they need to take. - provide definitive advice on who must be sent home. <p>Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. See guidance for definition of close contact.</p> <p>Schools should keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:</p> <ul style="list-style-type: none"> • If the test delivers a negative result, they must remain in isolation for the 	3 - Medium	3 - Medium	MEDIUM	SLT	On going	Amber	Ensure all stakeholders are fully aware of the procedure should a pupil or member of staff feel unwell with symptoms of Covid-19. Pupils must inform a member of staff and staff members must inform a member of SLT.	

Multiple suspected cases or increased absence	Pupils	Pupils will miss a significant amount of learning which can overall affect their knowledge and lead to them falling further behind	SLT to confirm and track attendance daily. Staff working within the cohort to ensure compliance. Communication to be made to parent/care as to understand the increased absence	3 - Medium	3 - Medium	MEDIUM	If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.				SLT	On going	Amber	Ensure all stakeholders are fully aware of the procedure should a pupil or member of staff feel unwell with symptoms of Covid-19. Pupils must inform a member of staff and staff members must inform a member of SLT.
What if an outbreak occurs?	Pupils/Staff	Pupils will miss a significant amount of learning which can overall affect their knowledge and lead to them falling further behind	The school will follow government guidelines as how best to deal with this.	3 - Medium	3 - Medium	MEDIUM	Schools should follow Public Health England guidance and support. In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.				SLT	On going	Amber	Ensure all stakeholders are fully aware of the procedure should a pupil or member of staff feel unwell with symptoms of Covid-19. Pupils must inform a member of staff and staff members must inform a member of SLT.
Outbreak in local area		Pupils will miss a significant amount of learning which can overall affect their knowledge and lead to them falling further behind	The school will follow government guidelines as how best to deal with this.	3 - Medium	3 - Medium	MEDIUM	If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. As above, follow local Public Health England guidance. In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.				SLT	On going	Amber	Ensure all stakeholders are fully aware of the procedure should a pupil or member of staff feel unwell with symptoms of Covid-19. Pupils must inform a member of staff and staff members must inform a member of SLT.

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



8 - Transition

NOTES

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

RISK OVERALL

CURRENT:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
4	1	0	4.40
			MEDIUM

FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
4	1	0	3.80
			LOW

RISK BREAKDOWN

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

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) Likelihood / prevalence of risk occurring		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5) Likelihood / prevalence of risk occurring		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Transition into EYFS	Pupils Parents	- School staff are unable to meet their new pupils - Pupils will not be able to meet their new teachers - Pupils will not be able to view their new school - Pupils will not be able to meet their new class mates	Pupils in nursery have been part of the whole school provision since September 2019. They have remotely attended assemblies and celebrations an have been part of a staged approach to EYFS.	2 - Low	2 - Low	LOW	• Phone calls between the school and the parent/carer – information pack (including a range of photos of the school/setting and key members of staff) posted to the home address/sent electronically • Share information from parent/carer electronically if possible • Virtual videos for new pupils • PowerPoint of new starter presentation to be uploaded to the school website • Liasse with other early year settings	2 - Low	2 - Low	LOW	EYFS Lead/SLT	Ongoing throughout summer term	Green		
Transition into Y1	Pupils	Feeling of not being prepared for a new school year.	Reception pupils are familiar with the teaching staff. They will move up as a peer group.	2 - Low	2 - Low	LOW	• If EY children start to return before the summer break, they will be able to meet their new teacher in a manner that respects social distancing. • If not, Y1 teachers to produce a transition pack that parents can share with their children at home (inc photos of the school setting and key members of staff) • From September, Y1 may need to be more EY based initially to support transition, as many pupils will not be ready for a more formal education	2 - Low	2 - Low	LOW	EYFS Lead/ Y1 teaching staff/SLT	Ongoing throughout summer term	Green		National guidance re social distancing information packs – school level information Local and national guidance on curriculum adaptations – 'recovery curriculum'.
Transition into other year groups within the same school	Pupils	Feeling of not being prepared for a new school year.	Pupils across school are familiar with staff and there will be very little change in September. When possible any new staff will be asked to communicate with their new class via letter and an online introduction.	2 - Low	2 - Low	LOW	• If pupils start to return before the summer break, they will be able to meet their new teacher in a manner that respects social distancing. • If not, teachers to produce a letter/information leaflet for parents/carers and children sharing information in relation to their new year group • Set a summer break task(s) that can be celebrated and revisited in the autumn term.	2 - Low	2 - Low	LOW	Teaching Staff/SLT	Ongoing throughout summer term	Green		
Transition from Y6 to Y7	Pupils/ New School Staff	- Emotional wellbeing from transitioning from Key stage 2 to Key stage 3 - New School staff are unable to meet their new students - Pupils will not be able to meet their new teachers - Pupils will not be able to view their new school - Pupils will not be able to meet their new class mates - Pupils may experience increased anxiety	Contact with all receiving schools Transition Passports Specialist teaching service to support children with high level of anxiety Transition materials to support child in school and/or home learning. New Schools are contacting the parents/children with packs and video to aid with transitioning Senco to senco meetings EHCP children	3 - Medium	3 - Medium	MEDIUM	• Phone calls between relevant primary school and secondary school staff (inc SENCo) • If Y6 pupils return to school before the summer break, they will be able to visit their new school and staff from the secondary school will be able to visit the primary school in a manner that respects social distancing. • If not, Y7 form tutors to arrange phone calls with individual pupils and their parents • Virtual tours and podcasts from members of staff of secondary schools to be placed on the secondary school's website • Relevant information to be posted on the secondary school's website	3 - Medium	2 - Low	MEDIUM	SLT/SENDCO	Ongoing throughout summer term	Amber		National guidance Local guidance re transition
Transition into specialist provision where a place has been secured	Pupils	- Emotional wellbeing from transitioning from current school to a specialist provision - New School staff are unable to meet their new students - Pupils will not be able to meet their new teachers - Pupils will not be able to view their new school - Pupils will not be able to meet their new class mates - Pupils may experience increased anxiety	There are currently no pupils transition to a specialist provision	1 - Very low	1 - Very low	LOW	• Delay the start date so that a well-structured transition process can still be followed. • If this is not possible, staff from the mainstream and special school to liaise closely to ensure that all relevant information is shared. • Pupils to experience a virtual tour of the specialist provision and if possible speak to staff using Facetime/Skype • Special school staff to put together a transition pack that parents can share with their children at home (inc photos of the school setting and key members of staff)	1 - Very low	1 - Very low	LOW	SLT/SENDCO	On going	Green		

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment



9 - Finance

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
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- Do not add rows as the formulas will not be included
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- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
2	2	0	5.75
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
2	2	0	4.25
			MEDIUM

RISK BREAKDOWN

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

FUTURE:

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1- 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1- 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
The budget for 2020/2021 has been following a Microsoft Teams meeting with WCC and the Finance Committee	Head of School/Governors	School may over estimate the amount of funds that they have and therefore over allocate resources.	The School Budget for 2020/2021 has been set	2 - Low	2 - Low	LOW	Governing bodies has arranged virtual meetings so that they have been quorate	1 - Very low	1 - Very low	LOW	Governing Body	Ongoing throughout summer term	Green	The Budget for 2020/2021 has been ratified by the school governors	Extension to budget setting deadlines confirmed by WCC
Cancelled trips need to be refunded, but venues/coach companies have not yet issued refunds	School/pupils	They will be out of pocket until the refund has been received, which could put families financial hardship	No School trips were paid for	2 - Low	2 - Low	LOW	Reimburse the money to families as they may be in financial difficulty and this will maintain positive relationships (the school should be able to secure refunds in the long term)	1 - Very low	1 - Very low	LOW	SLT	N/A	Green	All trips were provisionally planned and not confirmed.	
Reimbursement of COVID-related costs	School stakeholders	Additional expenditure that has not been budgeted for	Followed government guidelines with regards to ensuring the safety of stakeholders	3 - Medium	3 - Medium	MEDIUM	Schools should use their existing resources to make arrangements to welcome all children back. There are no plans at present to reimburse additional costs incurred as part of that process.	3 - Medium	3 - Medium	MEDIUM	SLT	On going	Amber	Following Government guidelines may impact the budget with all the additional cost associated with providing PPE for staff and/or pupils	
Governors unaware of potential impact of full time attendance in September on 2020/21 budget.	Governors, Parents/carers	Unaware that the relaxed mandatory attendance is now back in place which will result in financial implications for parents/carers	Attendance policy can be viewed on the website. Communication has been sent to parents of the changes. Governors made aware of new attendance policy and government guidelines.	2 - Low	3 - Medium	MEDIUM	HT to inform governors DFE will not be reimbursing extra COVID 19 costs from September. Finance governors, LA Finance Officer and relevant staff to include potential new costs in budget update Autumn 2020.	2 - Low	3 - Medium	MEDIUM	Governing Body	On going	Amber	Following Government guidelines may impact the budget with all the additional cost associated with providing PPE for staff and/or pupils	

10 - Building Work & Logistics

NOTES

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

RISK OVERALL

CURRENT:

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

FUTURE:

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

RISK BREAKDOWN

CURRENT:

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

FUTURE:

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Risk Level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Risk level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Accommodating staggered starts and finish times - Reduced public transport service / LA organised transport	Pupils	Pupils will be unable to attend school and find it difficult to return home	Staggered start and finish times for each class Staggered break and lunch times for each class	3 - Medium	2 - Low	MEDIUM	<ul style="list-style-type: none"> • Liaise with LA-operated transport companies to ensure they have enough notice to restart their services safely. • Develop an action plan which identifies and assesses the risks and mitigations • Talk to bus companies about staggered start and finish times - it may not be possible for them to accommodate your requests if this would have a knock-on effect on other schools. 	2 - Low	2 - Low	LOW	SLT	31/08/2020	Green		
Contractors on site/building work and maintenance	Contractors/ pupils/Staff	Risk of transmission and contamination	No planned building works to be undertaken.	2 - Low	2 - Low	LOW	Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. All building/maintenance works are to be scheduled outside of school hours and in the school holidays.	2 - Low	2 - Low	LOW	SLT	31/08/2020	Green		
Catering providers	Pupils, delivery person, Cook and lunchtime supervisor	Risk of transmission and contamination	School kitchens to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19).	2 - Low	2 - Low	LOW	School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19).	2 - Low	2 - Low	LOW	SLT	31/08/2020	Green		Catering businesses guidance covid-19
Educational visits	Pupils / staff	Risk of infection due to social distancing not being adhered to. Movement during a school trip or event off site resulting in pupils/staff being within 2 metres of each other / spreading the virus.	There are currently no trips or events taking place off site.	2 - Low	2 - Low	LOW	In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.	2 - Low	2 - Low	LOW	SLT	31/08/2020	Green		
Uniform	Pupils / Parents / Carers	Risk of transmission and contamination	Parents have been advised to wash uniform as they normally would	2 - Low	2 - Low	LOW	Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.	2 - Low	2 - Low	LOW	SLT	31/08/2020	Green		
Wraparound support - before and after school clubs	Pupils / Parents / Carers / Staff	Risk of transmission	Wraparound support has not been offered during this period of time.	1 - Very low	4 - High	LOW	Wraparound provision will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreaks much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.	2 - Low	3 - Medium	MEDIUM	SLT	31/08/2020	Amber	SLT to monitor the arrangements for this and adjust accordingly	

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



11 - Recruitment & Staffing

NOTES

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

RISK OVERALL

LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	OVERALL
3	5	2	9.10
			MEDIUM

LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	OVERALL
0	10	0	6.80
			MEDIUM

RISK BREAKDOWN

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

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	7	3	0	0
Severity	0	1	8	1	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) Likelihood / prevalence of risk occurring		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5) Likelihood / prevalence of risk occurring		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Severity of Risk if it occurs	Severity of Risk if it occurs			Severity of Risk if it occurs	Severity of Risk if it occurs						
New staff need to be recruited for September	Pupils / staff	If the new member of staff is not aware of school policies and procedures	School policies and procedures are in place.	4 - High	4 - High	HIGH	<ul style="list-style-type: none"> • Schools should continue to interview remotely. Conduct interviews online • Lesson observations and selection tasks may have to be replaced with reports/references provided by the ITE tutor or the HT of the candidate's current school • Ask candidates to record an online lesson they have delivered recently and submit this as part of the selection process (ensure pupils are not identifiable) 	3 - Medium	3 - Medium	MEDIUM	SLT	On-going	Amber		https://teaching.blog.gov.uk/2020/05/29/reruiting-during-lockdown-how-we-did-it/
Staff induction including NQTs	Pupils / staff	If the new member of staff is not aware of school policies and procedures	New staff/NQTs are furnished with the staff code of conduct booklet	4 - High	4 - High	HIGH	<ul style="list-style-type: none"> • This will need to be done online • Allocate a 'buddy' for each new starter • Arrange a visit to the school when social distancing can be observed 	3 - Medium	3 - Medium	MEDIUM	SLT	On-going	Amber	SLT to monitor the induction process for all new staff and adjust accordingly	
NQT support	Staff	Stress Anxiety Mental Health and wellbeing	Staff Induction Assigned 'buddy'	3 - Medium	4 - High	MEDIUM	Initial teacher training (ITT) providers have worked flexibly to ensure this year's NQTs are ready and prepared to enter the classroom. They will also be supported by materials the Department for Education is making available to all schools based on the early career framework reforms.	2 - Low	4 - High	MEDIUM	SLT	On-going	Amber	SLT to be vigilant of NQT's progress and how they are adjusting.	https://www.gov.uk/government/collectio-n/early-career-framework-reforms
Staff who are clinically vulnerable or previously shielding	Staff	Stress Anxiety Mental Health and wellbeing	Contact maintained with staff throughout period of lockdown.	3 - Medium	3 - Medium	MEDIUM	Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 School leaders should be flexible - enable staff to work remotely where possible or in roles in school where it is possible to maintain social distancing. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people.	2 - Low	3 - Medium	MEDIUM	SLT	On-going	Amber	SLT to be vigilant of staff wellbeing	
Staff with significant risk factors - such as asthma, diabetes, BAME community member	Staff	Staff may be at a higher level of risk should they contract COVID 19	Staff are aware that they must share their concerns with the Executive Headteacher or HOS. Government guidelines to be followed in respect of safe attendance at school and/or remote working. (Being part of the BAME community is not an illness but it must be understood that they will be more susceptible to the disease)	3 - Medium	4 - High	MEDIUM	If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate. Individual risk assessments and an equality impact assessment should be carried out. People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.	2 - Low	3 - Medium	MEDIUM	SLT	On-going	Amber	SLT to be vigilant of staff wellbeing	
Staff mental health and wellbeing	Staff	The unusual circumstances staff have experienced over the last few months can impact on their mental health and wellbeing, through increased uncertainty, heightened anxiety lack of routine.	Staff who have identified with wellbeing concerns have access to occupational support through Wes services.	2 - Low	3 - Medium	MEDIUM	All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available. The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.	2 - Low	3 - Medium	MEDIUM	SLT	On-going	Amber	SLT to be vigilant of staff wellbeing	https://www.educationsupport.org.uk/ https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers
Staff deployment- teachers and teaching assistants	Staff/Pupils	Anxiety levels may increase due to working in a different way. Cross contamination	Rotas have been used to deployed staff where needed	4 - High	2 - Low	MEDIUM	Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals, taking into account workload and wellbeing. Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.	3 - Medium	2 - Low	MEDIUM	SLT	On-going	Amber		https://www.gov.uk/guidance/school-workload-reduction-toolkit https://www.gov.uk/government/collectio-n/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19
Supply and temporary staff	Staff/Pupils	Spread of disease and contamination	No Supply/temporary staff have been needed during this period of time	2 - Low	2 - Low	LOW	Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.	2 - Low	3 - Medium	MEDIUM	SLT	On-going	Amber		

Annual leave	Staff/Pupils	Spread of disease and contamination	Followed Government guidelines	2 - Low	2 - Low	LOW	Many staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK. However, staff will be expected to return to work in September. The LGA, NAHT and ASCL have produced joint guidance on quarantine for school staff.	2 - Low	3 - Medium	MEDIUM	SLT All staff	On-going	Amber	Staff to advise SLT of any impending foreign holidays	https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk https://www.local.gov.uk/sites/default/files/documents/joint%20schools%20guidance%20on%20return%20rules%20on%20quarantine%20and%20self%20isolation%20with%20regards%20to%20hospital%20admission%2019%20june.pdf
Volunteers	Staff/Pupils	Spread of disease and contamination	The school does not have any volunteers	2 - Low	2 - Low	LOW	Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.	2 - Low	3 - Medium	MEDIUM	SLT	On-going	Amber		

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment



12 - Miscellaneous

NOTES

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

RISK OVERALL

CURRENT:

LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	OVERALL
1	4	0	6.80
			MEDIUM

FUTURE:

LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	OVERALL
0	5	0	7.20
			MEDIUM

RISK BREAKDOWN

CURRENT:

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

FUTURE:

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT:		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED:		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Risk Level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Risk Level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Additional support and guidance for specific groups of pupils such as: • EAL pupils • Newly arrived to the UK • Refugees • Families with no recourse to public funds (NRPF)	Staff/ Pupil/ Parents/carers	Lack of understanding the English language and the implications that this may bring in understanding the severity of COVID-19. At risk of contracting the virus.	Communication sent to them in their first language	3 - Very low	4 - High	LOW	<ul style="list-style-type: none"> • Assess the likelihood of your school receiving new pupils from these communities • Plan support, induction and training for staff if appropriate • Ensure a welcome procedure is in place for new families, which includes access to translated advice about social distancing 	2 - Low	3 - Medium	MEDIUM	SLT Class Teachers	On-going	Amber	SLT and class teachers to ensure that any communication sent to parents/cares of EAL pupils is in a format that they will understand	Local guidance from community groups Public Health guidance
Staff training implications	Pupils/staff	Lack of training impacts on health and safety of pupils and staff within the setting.	Staff to be briefed in line with risk assessment and recovery routines and procedures.	2 - Low	3 - Medium	MEDIUM	<ul style="list-style-type: none"> • Staff will need to be trained in new procedures and practices such as use of PPE, monitoring social distancing. 	2 - Low	3 - Medium	MEDIUM	SLT	On-going	Amber		Public health guidance. School nurse service?
Governors may be called upon to support leaders for example in appeals, challenging situations or communication with parents	School/ school leaders	Procedures may have been delayed.	There are currently no appeals or complaints to be communicated.	2 - Low	3 - Medium	MEDIUM	<ul style="list-style-type: none"> • Governors should ensure that all school policies are up-to-date, reflecting the latest national and local guidance. • Behaviour, attendance, safeguarding, social distancing, risk assessments will all need to be reviewed. 	2 - Low	3 - Medium	MEDIUM	SLT	On-going	Amber	Share appendices with Governors when available and before 31 August 2020.	Local and national guidance from Governor Support services and the NGA.
Admissions – some parents may request to defer their child's place in Reception until the following year	Parents / pupils	Pupils starting school one year behind their peers.	There are currently no requests to defer the Reception year for the 21-22 intake.	3 - Medium	3 - Medium	MEDIUM	<ul style="list-style-type: none"> • The DfE guidance states they do not expect it to be a common request from parents that their child's place is deferred. Contact those parents who have not accepted the place • Talk to them about their concerns and the implications of their decision • After discussion if parents still wish to have a deferred place they must complete a Deferral Application Form for the LA to consider. • Children must not be offered a deferred place without following the Local Authority process. • Make sure you direct parents to the up to date policy on the WCC website to help parents in making their decision. 	3 - Medium	3 - Medium	MEDIUM	SLT	On-going	Amber	Monitor list for Reception for new academic year.	Local guidance – admissions and appeals team
Will Ofsted inspections begin as soon as schools return?	Staff	Increased anxiety of an impending visit	Staff are all aware of the monitoring Ofsted visit to happen in the Autumn Term	3 - Medium	3 - Medium	MEDIUM	See quality of education section.	3 - Medium	3 - Medium	MEDIUM	SLT	On-going	Amber	SLT to prepare documentation for the inspection.	National guidance from DfE

13 - Additional

NOTES

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RISK OVERALL

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

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

RISK BREAKDOWN

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

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Risk Level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Risk level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
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