

## Guidance template to support:

# Coronavirus (COVID-19): Full Re-Opening Risk Assessment



<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>

The government's plan is that all children and young people, in all year groups and setting types, will return to education settings full time from the beginning of the 2020 autumn term.

**Name of School/setting: King's Academy Binfield and King's Academy Oakwood**

Assessment conducted by:	Job Title: Sarah Howells Executive Principal	Signature: <i>Sarah Howells</i>	Date: 12/08/20
Signed off by:	Job Title: Nick Cross – KGA CEO	Signature: <i>Nick Cross</i>	Date: 12/08/20

Likelihood of Occurrence	High (probable)	MEDIUM	HIGH	HIGH
	Medium (possible)	LOW	MEDIUM	HIGH
	Low (remote)	LOW	LOW	MEDIUM
Risk Assessment Matrix		Minor (casues physical or emotional discomfort)	Severe (causes physical injury, or illness requiring first aid)	Major (causes major physical injury, harm or ill-health)
		Likely Impact		

The Risk Assessment Matrix is used to assess risks before and after control measures are applied. The objective is to remove all HIGH risks and to reduce all other risks to an acceptable level.

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Situational Awareness	M	<ul style="list-style-type: none"> <li>Daily monitoring of government advice and guidance on Covid  <a href="https://www.gov.uk/coronavirus">https://www.gov.uk/coronavirus</a>  <a href="https://www.gov.uk/coronavirus/education-and-childcare">https://www.gov.uk/coronavirus/education-and-childcare</a> </li> <li>Daily review of general Covid situation in school with Senior Leaders</li> </ul>	SLT	<p>Daily/weekly when received</p> <p>SLT to meet daily to keep abreast on local/national situation</p>	L	Y
Prevention  1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not	M	<ul style="list-style-type: none"> <li>Action on Displaying Symptoms               <ul style="list-style-type: none"> <li>Pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms or have tested positive in the last 7 days</li> <li>Anyone developing those symptoms during the day is sent home and are advised to follow 'Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</li> </ul> </li> <li>Self Isolation At Home               <ul style="list-style-type: none"> <li>They must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19).</li> <li>Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</li> </ul> </li> <li>Isolation In School               <ul style="list-style-type: none"> <li>Pupils displaying symptoms in school are isolated</li> <li>Parents/carers are contacted immediately</li> </ul> </li> </ul>	SHO/ JTA	<p>All info regarding what to do if displaying symptoms been sent home in letters to parents 15/7/20 and will be constantly reiterated to parents</p> <p>Second letter going out w/b 24/08/20</p> <p>All reception/first aiders know routine of dealing with child in school displaying symptoms</p>	L	Y

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attend your setting		<ul style="list-style-type: none"> <li>○ Pupils awaiting collection are isolated at least 2m away from others</li> <li>○ Appropriate staff supervision while waiting</li> <li>○ With a window open for ventilation</li> <li>○ They use separate toilets which must be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> <li>○ Staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves</li> <li>○ Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.</li> <li>○ The area around the person with symptoms will be cleaned with normal household disinfectant after they have left <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>• Testing Is Required <a href="#">arrange to have a test</a> <ul style="list-style-type: none"> <li>○ When an individual is displaying symptoms</li> <li>○ After being in contact with someone displaying symptoms</li> <li>○ If requested to do so by NHS Test and Trace</li> </ul> </li> <li>• Emergency Services <ul style="list-style-type: none"> <li>○ call 999 if someone is seriously ill or injured or their life is at risk.</li> <li>○ Anyone with coronavirus (COVID-19) symptoms should be advised not visit the GP, pharmacy, urgent care centre or a hospital.</li> </ul> </li> </ul>		<p>Requirement for test stated in all letters gone home to parents.</p> <p>This info ha been clearly stated in all letters to parents</p>		

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		<a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#effective-infection-protection-and-control">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#effective-infection-protection-and-control</a> <ul style="list-style-type: none"> <li>Tracking &amp; Tracing                             <ul style="list-style-type: none"> <li>Co-operate with NHS re tracking and tracing where requested</li> </ul> </li> </ul>		The need to cooperate with the track and trace programme has been reiterated to parents and will be again in letter of w/b 24/8/20		
Prevention  2. Clean hands thoroughly more often than usual	M	<ul style="list-style-type: none"> <li>Sufficient soap and water or hand sanitiser is provided</li> <li>Hand washing stations have been designated/provided</li> <li>Pupils to wash their hands regularly, including                             <ul style="list-style-type: none"> <li>On arrival</li> <li>On return from breaks</li> <li>When they change rooms</li> <li>Before and after eating.</li> </ul> </li> <li>Frequency of hand washing is appropriate for the pupils and staff</li> <li>Particular arrangements for SEN pupils are in place</li> <li>Use of sanitiser by young pupils supervised re ingestion risk</li> <li>Small children and pupils with complex needs continue to be helped to clean their hands properly</li> <li>Skin friendly skin cleaning wipes available as an alternative</li> <li>Hand washing regime is built into the school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</li> </ul>	SHo/ RHo	Scheduled for a minimum of 5 x handwashes on daily schedules for all students (excluding post toileting)  Liquid soap and hand sanitiser available in all toilets/classrooms  Toilets zoned for specific bubble use in primary and secondary	L	Y

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Prevention  3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach		<a href="https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2017/09/catch-bin-kill.pdf">https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2017/09/catch-bin-kill.pdf</a> <ul style="list-style-type: none"> <li>Sufficient supplies of tissues are available</li> <li>Sufficient lidded bins are in place</li> <li>Double bagging and careful disposal of contents of waste bins</li> <li>Pupils instructed, encouraged and supported to follow this routine</li> <li>Small children and pupils with complex needs continue to be helped to follow this routine</li> </ul>		Tissues and lidded bins available in all classrooms	L	Y
Prevention  4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach	M	<a href="#">COVID-19: cleaning non-healthcare settings guidance.</a> <ul style="list-style-type: none"> <li>More frequent cleaning of rooms / shared areas</li> <li>Frequently touched surfaces being cleaned more often</li> <li>Detailed attention to rooms occupied by the pupils and staff</li> <li>Additional cleaning at lunchtimes</li> <li>Touch points including door handles &amp; light switches</li> <li>Additional toilet cleans e.g. at mid-morning and/or after lunch</li> <li>Separate cleaning cloths and equipment in each classroom</li> <li>Use of PPE by cleaners is NOT part of current govt advice</li> <li>Review the regime regularly as numbers increase in schools</li> <li>Sufficient supplies of cleaning materials are available</li> <li>Cleanliness monitored daily to required standards</li> <li>Bins for tissues are emptied throughout the day</li> <li>Timetabling of spaces allows access for cleaning</li> <li>Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils</li> </ul>	RHo	<p>New fulltime cleaner appointed for KAB secondary to undertake constant cleaning of touch points</p> <p>Specific cleaning timetables established for change of bubble areas within secondary, notably changing rooms and canteen. Timetable permits this</p> <p>RHo to monitor cleaning daily and all staff to immediately report any transgressions in</p>	L	Y

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		must be encouraged to clean their hands thoroughly after using the toilet		cleaning routine and/or standards  Each bubble has been allocated own toilet blocks and they will be cleaned after every break and lunch of that bubble		
Prevention  5. Minimise contact between individuals and maintain social distancing wherever possible	M	<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a>  <a href="#">safe working in education, childcare and children's social care</a>  <ul style="list-style-type: none"> <li>• Social Distancing Regime                             <ul style="list-style-type: none"> <li>○ Is communicated to staff, parents, pupils and visitors</li> <li>○ Pupils will be repeatedly reminded to observe social distancing</li> <li>○ Social distancing is monitored and enforced by all staff</li> <li>○ Social distancing is reviewed as numbers in the school increase</li> </ul> </li> <li>• Organisation                             <ul style="list-style-type: none"> <li>○ It is likely for younger children e.g. primary the emphasis will be on separating groups and for older children e.g. secondary it will be on distancing</li> <li>○ Secondary- groups likely to be size of year group</li> </ul> </li> </ul>	SHo JTa	<p>Clear social distance regimes have been planned and communicated to all parents.</p> <p>Assemblies on first day with secondary and in classes with primary will reiterate these messages. Thereafter this will be continually done</p> <p>Bubbles constructed as year groups in secondary and class groups in primary. All plans in place to ensure no mixing between bubbles:</p> <ul style="list-style-type: none"> <li>• Staggered start and end times and staggered entrances to</li> </ul>	L	Y

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		<ul style="list-style-type: none"> <li>○ Primary- groups likely to be size of a full class</li> <li>○ Staggered starts/adjusted start and finish times in place</li> <li>• Classrooms and Teaching Spaces                             <ul style="list-style-type: none"> <li>○ Secondary- staff and pupils to maintain distance from pupils ideally 2m where not possible avoid face to face and minimise time spent at 1m</li> <li>○ Primary- when staff or children cannot maintain distancing in primary schools the risk is reduced by keeping in the smaller class sizes as above.</li> <li>○ Adaptations to classrooms to support distancing where possible.</li> </ul> </li> <li>• Shared Spaces                             <ul style="list-style-type: none"> <li>○ Timetabled use of shared spaces, such as corridors, playgrounds, entrances and exits, dining halls, and toilets, and specialist areas</li> <li>○ Delayed start/finish and break times in place for shared areas</li> <li>○ Arrangements for dining halls are in place</li> <li>○ Arrangements for the use of toilets are in place</li> <li>○ Arrangements for assemblies are in place</li> </ul> </li> <li>• Staff Areas                             <ul style="list-style-type: none"> <li>○ Arrangements for staff rooms and staff areas are in place</li> </ul> </li> </ul>		<p>mitigate lat/early arrivals</p> <ul style="list-style-type: none"> <li>• Teaching in tutor groups in secondary</li> <li>• All desks to face the front</li> <li>• All soft furnishings/toys removed from primary classrooms</li> </ul> <p>Staggered break and lunch times in all phases Assemblies in bubbles only – all others will be remotely held Cleaning</p> <p>Social distancing can be upheld in primary staffrooms Second staffroom created in Sixth Form common room for</p>		

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		<ul style="list-style-type: none"> <li>Circulation                             <ul style="list-style-type: none"> <li>Circulations routes in place and signed to minimise contact</li> <li>Site safe entry/exit routes in place and signed</li> <li>Building safe entry/exit routes in place and signed</li> <li>Safe parking rules in place for staff and visitors</li> </ul> </li> <li>External                             <ul style="list-style-type: none"> <li>Arrangements are in place for drop off and pick up times</li> <li>Plan in place to ensure there are no gatherings at the school gates</li> <li>Enhanced supervision of children including during playtimes</li> <li>Staff remain at a safe distance at lunchtime or during breaks</li> <li>Outdoor playground equipment is not used unless it has been cleaned.</li> </ul> </li> </ul>		<p>secondary staff. Specific faculties/staff groups directed to use specific room</p> <p>No cross over in primary corridors required Secondary – one way system established with 2 x up and 2 x down stairwells. Directional/no entry etc signage is displayed throughout school Signage on all entrances reminding of social distancing Parking in every other parking bay for staff Y1 parents directed to park in secondary drop off car park to minimise use in primary</p>		



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		<ul style="list-style-type: none"> <li>Parents And Visitors                             <ul style="list-style-type: none"> <li>Coming onto the site without an appointment is not allowed</li> <li>Meetings with parents to take place at a safe distance</li> <li>Site guidance is given to visitors including contractors</li> <li>Site visits optimised for outside of school hours</li> <li>Records kept of all visitors for track and trace</li> <li>Parents encourage parents to wash school uniforms daily</li> </ul> </li> <li>Special Needs and Young Children                             <ul style="list-style-type: none"> <li>Pupils are supported to maintain distance where possible</li> <li>Specialist support staff for pupils with SEND is provided</li> </ul> </li> </ul>		<p>All this has been communicated to parents and reception staff and will be reiterated</p> <p>Electronic sign in in all three settings ensures records are kept</p> <p>Government guidance states more regular washing of clothing is no longer required, however this will be reiterated in letters home</p>		
Prevention  6. Where necessary, wear appropriate personal protective equipment (PPE)	M	<a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#effective-infection-protection-and-control">safe working in education, childcare and children's social care</a> <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#effective-infection-protection-and-control">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#effective-infection-protection-and-control</a> <ul style="list-style-type: none"> <li>PPE beyond what is normally needed for work is only needed in a very small number of cases, including:                             <ul style="list-style-type: none"> <li>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at school, and only then if a distance of 2 metres cannot be maintained</li> </ul> </li> </ul>	SHO JTA	<p>PPE available in all medical rooms and in changing stations for primary</p> <p>All first aiders aware of responsibilities of wearing PPE where necessary</p> <p>All staff reminded about the requirements for disposal of PPE on 02/09/20</p>	L	Y

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		<ul style="list-style-type: none"> <li>where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> <li>When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be worn as part of their care and treatment, should be worn.</li> <li>Sufficient suitable PPE is available in school</li> <li>Staff trained in the use &amp; disposal of PPE if this becomes necessary</li> </ul>				
<p>Response to any infection</p> <p>7. Engage with the NHS Test and Trace process</p>	M	<p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></p> <ul style="list-style-type: none"> <li>The school will co-operate with NHS Test and Trace if requested to do so</li> <li>Staff and parents have been advised about NHS Test and Trace and how to contact their local Public Health team</li> <li><a href="https://www.gov.uk/guidance/contacts-phe-health-protection-teams">https://www.gov.uk/guidance/contacts-phe-health-protection-teams</a>, including how to <ul style="list-style-type: none"> <li>book a test if they are displaying symptoms</li> <li>Provide details of anyone they have been in close contact with if</li> <li>Self-isolate if they have been in close contact</li> </ul> </li> </ul>	SHO	<p>This has been stated in letter home to parents (15/7/20) and will be reiterated in subsequent letters incl. w/b 24/08/20</p> <p>Staff to have this reiterated in INSET day session on 2/9/20</p>	L	Y

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<p>Response to any infection</p> <p>8. Manage confirmed cases of coronavirus (COVID-19) amongst the school and college community</p>	M	<ul style="list-style-type: none"> <li>School will report anyone tested positive to the Health Protection team</li> <li>Health Protection will report anyone in school tested positive to the school - as identified by NHS Test and Trace.</li> <li>The Health Protection Team will: <ul style="list-style-type: none"> <li>Carry out a risk assessment</li> <li>Confirm who has been in close contact</li> <li>Ensure they are asked to self-isolate</li> <li>Guide the school through the actions they need to take</li> </ul> </li> <li>People who have been in close contact with the person who has tested positive, will be sent home, and advised to self-isolate for 14 days since they were last in close contact with that person when they were infectious.</li> <li>Health Protection will advise on who must be sent home.</li> <li>The school will keep a proportionate records of pupils and staff in each group, and any close contact that takes places between groups</li> <li>Names of individuals will be kept confidential</li> <li>Anyone in school who displays symptoms will get a test.</li> <li>Parents/carers and staff are asked to inform school immediately <ul style="list-style-type: none"> <li>Negative tests: if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating</li> <li>Positive tests : they should follow the <a href="#">Stay at home : guidance for households with possible or confirmed coronavirus (COVID-19) infection</a></li> </ul> </li> </ul>	SHo	School will fully comply with all PHE and BF directives	L	Y

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<p>Response to any infection</p> <p>9. Contain any outbreak by following local health protection team advice</p>	M	<ul style="list-style-type: none"> <li>In the event of an outbreak the school will follow the advice of the Health Protection team who will be able to advise if additional action is required.</li> <li>In consultation with the local Director of Public Health, where an outbreak in a setting 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.</li> <li>Testing will first focus on the person's class, followed by their year group, then the whole setting if necessary, in line with routine public health outbreak control practice.</li> </ul>	SHo	School will fully comply with all PHE and BF directives		
<p>School Operations</p> <p>Transport</p>	L	<ul style="list-style-type: none"> <li>Families using public transport should refer to the safer travel guidance for passengers <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></li> <li>Pupils on public transport advised to keep social distance of 2 metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible</li> <li>For coaches and minibuses the school will consider: <ul style="list-style-type: none"> <li>how pupils are grouped together on transport, i.e. in bubbles</li> <li>use of hand sanitiser upon boarding and/or disembarking</li> <li>additional cleaning of vehicles</li> <li>organised queuing and boarding where possible</li> <li>distancing within vehicles wherever possible</li> </ul> </li> </ul>	SHO	<p>SHo has liaised with BF transport team and parents re. use of public transport</p> <p>SHo to send link to parents in letter of 24/08/20</p> <p>Very few students travel by PT – advice will be given to those who do</p> <p>No coach or minibus travel is planned for a term minimum</p>	L	Y

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		<ul style="list-style-type: none"> <li>the use of face coverings for children over the age of 11, where appropriate</li> </ul>				
School Operations Attendance	M	<ul style="list-style-type: none"> <li>Pupils of compulsory school age must be in school from Sep-20                             <ul style="list-style-type: none"> <li>parents' duty to ensure that their child attends</li> <li>school responsibility to record attendance and follow up absence</li> <li>the availability of sanctions, including fixed penalty notices in line with local authorities' codes of conduct</li> </ul> </li> <li>Pupils who are shielding or self-isolating will still be unable to attend                              <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a> </li> <li>Parents/carers will be supported/reassured re anxiety about returning</li> <li>Pupils with EHC plans are given preparation for their return</li> <li>Parents informed of school's expectations around attendance</li> <li>Provision is in place for pupils to catch up</li> <li>The school will engage with other professionals as appropriate to support the return to school including, social workers</li> </ul>	SHO JTA LPH	<p>Compulsory attendance from Sept has been communicated to all parents</p> <p>Individual risk assessments has been written for specific students and shared with parents</p> <p>Individual tours and meetings being held with parents of most vulnerable students</p> <p>Catch up plans still in planning stage pending assessments on return</p>	L	Y

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School Operations Workforce	L	<ul style="list-style-type: none"> <li>Staff who are clinically vulnerable or clinically extremely vulnerable                             <ul style="list-style-type: none"> <li>Control measures will allow most staff to return to the workplace <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a></li> <li>There is flexibility in how those members of staff are deployed to enable them to work remotely where possible or in roles in settings where it is possible to maintain social distancing.</li> <li>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</li> </ul> </li> <li>Staff who are pregnant are generally in the 'clinically vulnerable' category and are advised to follow the <a href="#">relevant guidance</a>.</li> <li>Staff who may otherwise be at increased risk                             <ul style="list-style-type: none"> <li>The school will try as far as practically possible to accommodate additional measures in respect of staff with particular characteristics who may be at comparatively increased risk, see <a href="#">COVID-19: review of disparities in risks and outcomes report</a>.</li> <li>People who live with those who have comparatively increased risk from coronavirus can attend the workplace.</li> </ul> </li> <li>Health &amp; Safety &amp; Equalities</li> </ul>	SHO	<p>No staff in clinically vulnerable category – all able to return</p> <p>One pregnant member of staff New risk assessment completed</p> <p>Individual risk assessments undertaken in May/July for all staff who may be at increased risk. To be reviewed with each staff member in September. New staff to be asked to speak to SHo/JTa/LPh if their personal circumstances necessitate a risk assessment</p>	L	Y

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		<ul style="list-style-type: none"> <li>○ Health &amp; Safety and equality risks will continue to be assessed</li> <li>• Supporting Staff <ul style="list-style-type: none"> <li>○ Staff will be supported by governors and senior leaders having regard work life balance and wellbeing</li> <li>○ Staff will be given information that explains the measures that are in place and that staff are involved in the process</li> <li>○ The school will continue to provide mechanisms to support staff wellbeing, including where staff may be anxious about returning <a href="#">guidance on extra mental health support available for pupils and teachers</a>.</li> <li>○ The <a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</li> </ul> </li> <li>• Staff Deployment <ul style="list-style-type: none"> <li>○ Managers will discuss and agree any changes to staff roles:</li> <li>○ to meet staff ratio requirements for pupils with EHC plans</li> <li>○ to ensure sufficient staff to provide interventions or care to be linked with enhanced hand washing/hygiene practices</li> <li>○ the school will put arrangements in place in advance of the start of term so staff will be prepared</li> <li>○ Senior leaders will be mindful of avoiding increases in unnecessary and unmanageable workload burdens. <a href="#">workload reduction toolkit</a></li> </ul> </li> </ul>		<p>Academy has strong ethos of staff support and open door, listening policy</p> <p>All primary staff and secondary middle leaders already had presentation on new measures so all staff aware. Session on INSET day on 2/9/20 to go through again with all staff and reiterate key messages</p> <p>No changes to roles anticipated</p> <p>Workload will be considered and reviewed regularly</p>		

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		<ul style="list-style-type: none"> <li>○ DfE has also published a <a href="#">range of resources</a>, including case studies to support remote education, help address staff workload and manage wellbeing.</li> <li>• Deploying support staff and accommodating visiting specialists <ul style="list-style-type: none"> <li>○ Support staff may be used to support catch-up provision or targeted interventions if appropriate</li> <li>○ Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of teacher</li> <li>○ Any proposed changes in role or responsibility will be discussed and agreed with the member of staff</li> </ul> </li> <li>○ The Education Endowment Foundation (EEF) has published <a href="#">guidance to help settings make the best use of their teaching assistants</a>.</li> <li>○ Only support staff with appropriate checks will be allowed to engage in regulated activity. <a href="#">Keeping children safe in education</a>.</li> <li>• Recruitment <ul style="list-style-type: none"> <li>○ will continue as usual, operating remotely over the summer</li> <li>○ Interviewing can be done remotely</li> </ul> <p><a href="https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/">https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/</a></p> <p><a href="https://teaching.blog.gov.uk/2020/06/12/attending-your-first-remote-interview/">https://teaching.blog.gov.uk/2020/06/12/attending-your-first-remote-interview/</a></p> <ul style="list-style-type: none"> <li>○ Legal requirements for pre-appointment checks will continue to be met</li> </ul> </li> </ul>		<p>Support staff to remain in bubbles as far as possible</p> <p>Secondary teachers teaching in primary will be briefed by JTa re expectations/support</p> <p>All recruitment for September now complete</p> <p>All pre-appointment checks continued as per legal requirements</p>		



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		<p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p> <p><a href="https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers">https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers</a></p> <ul style="list-style-type: none"> <li>○ From the start of the autumn term checks will revert to being carried out in person.</li> <li>○ Early career materials have been made available by DfE <a href="https://www.gov.uk/government/collections/early-career-framework-reforms">https://www.gov.uk/government/collections/early-career-framework-reforms</a></li> <li>● Supply teachers and other temporary or peripatetic teachers <ul style="list-style-type: none"> <li>○ Will continue to be used as required</li> <li>○ The school will seek to minimize the numbers of different individuals employed by utilizing longer assignments</li> <li>○ Such staff will be expected to comply with the school's controls for managing Covid</li> </ul> </li> <li>● Teacher trainees may be employed if this is appropriate</li> <li>● Staff taking leave involving foreign travel <ul style="list-style-type: none"> <li>○ Staff will be made aware that the government has set a requirement for people returning from some countries to quarantine for 14 days on their return.</li> </ul> </li> </ul> <p><a href="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.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</a></p>		<p>Appointment of regular primary supply on a temp 0.4 contract to mitigate the need for other supply teachers to be used. Berkshire Maestros consulted over music Peri needs</p> <p>Appointment of cover supervisor for secondary</p> <p>Audit of staff holiday plans undertaken in July. Only one had proposed visit abroad planned</p>		

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		<ul style="list-style-type: none"> <li>Staff will also be reminded there may be risk of return travel being disrupted by COVID-19).</li> <li>Where staff are quarantined during term time, consideration will be given to allowing them to temporarily work from home.</li> <li><b>Volunteers</b> <ul style="list-style-type: none"> <li>Volunteers may be used as would usually be the case, and they will be properly supported and given appropriate roles.</li> <li>Checking and risk assessment processes will be followed <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></li> <li>Mixing of volunteers across groups swill be kept to a minimum, and 2m distancing will be observed where possible</li> </ul> </li> </ul>				
School Operations  Safeguarding	M	<ul style="list-style-type: none"> <li>Child Protection Policy has been reviewed by Designated Safeguarding Lead (DSL) to reflect the return of more pupils. <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a> <a href="https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers">https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers</a></li> <li>DSL and deputies provided with more time, especially in the first few weeks of term, to help them provide additional support to staff and children and the handling of referrals to children social care and other agencies where these are appropriate</li> </ul>	LPH	<p>Policy reviewed and amended in light of Sept 20 KCSIE update</p> <p>DSL has reduced teaching commitment. FSW to continue to work increased hours</p>	L	Y

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		<ul style="list-style-type: none"> <li>DSL will work with outside agencies to look for signs of harms</li> <li>School nurses have been communicated with re their continued virtual support to pupils who have not been at school.</li> </ul>		Liaison with school nurse team needed prior to 3/9/20		
School Operations  Catering	M	<ul style="list-style-type: none"> <li>School meal kitchen will be fully open from the Sep-20</li> <li>Provision of hot food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</li> <li>Kitchen will comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>.</li> </ul>	SHO JTA	<p>Canteen open at lunchtimes only</p> <p>On-going liaison with Chartwells. Food chain/supply is confirmed.</p> <p>Staggered lunch times and 'waiting areas' ensure no corridor passing is required</p>	L	Y
School Operations  Estate (Premises)	M	<p><a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a></p> <ul style="list-style-type: none"> <li>Teaching will be delivered on the existing school site/s</li> <li>Need for any minor alterations has been reviewed</li> <li>Usual pre-term building checks are undertaken</li> <li>Water hygiene regime is in place</li> </ul> <p><a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></p> <ul style="list-style-type: none"> <li>Good ventilation is provided (for example, by opening windows).</li> </ul>	RHO SHO	<p>Final walk through of both sites on 27/8/20 by RHo/SHo</p> <p>All testing has been continued throughout closure in both sites and is logged as evidence</p> <p>All staff know to keep windows open</p>	L	Y

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		<a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a>				
School Operations  Offsite Visits	L	<a href="https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits">https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</a> <ul style="list-style-type: none"> <li>From September offsite visits can go ahead for UK day trips</li> <li><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings</a></li> <li>Overnight and overseas visits are still on hold</li> <li>Trips will be in line with protective measures e.g. bubbles, distancing and any COVID-19 controls in place at the destination.</li> <li>Outdoor spaces in the local area may be used</li> <li>Full and thorough risk assessments for all educational visits</li> <li>Appropriate control measures will be followed</li> </ul>	SHO JTA	No external visits or visitors to be planned for the autumn term	L	Y
School Operations  Extra-Curriculum Provision	L	<ul style="list-style-type: none"> <li>Breakfast and after-school provision will be reinstated where possible</li> <li>Control measures will include keeping children within their year groups or bubbles where possible.</li> <li>If this is not possible then small, consistent groups will be used.</li> <li>As with physical activity during the school day, contact sports will not take place.</li> </ul>	SHO JTA	<p>All extra curricular school provision postponed for the autumn term 1</p> <p>Funtastic Kids to operate wrap around care for Primary (see separate risk assessments)</p>	L	Y

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				Secondary homework club to be re-instated once logistics can be properly reviewed		
Curriculum, Behaviour and Pastoral Support	M	<ul style="list-style-type: none"> <li>Autumn term curriculum for all subjects will be ambitious and broad</li> <li>Teaching &amp; learning will make use of existing flexibilities to create time to cover the most important missed content</li> <li>Aim is to returning to full normal curriculum content by summer 2021</li> <li>Curriculum planning is informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills</li> <li>Particular consideration will need to be given to the learning needs and objectives of children and young people with SEND</li> <li>Some subjects for some pupils may be suspended only in exceptional circumstances, where this can be shown to be in the best the interests of the pupil and in discussion with parents</li> <li>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.</li> </ul>	SHO JTA	<p>The full curriculum will be delivered and taught by class/specialist teachers in specialist areas from September</p> <p>Careful consideration has been given to the ordering of the curriculum for different year groups to avoid unnecessary use of the same resources etc</p> <p>Secondary assessments in the early weeks will further determine the gaps and areas of priority for focus and catch up</p> <p>Careful consideration has been given to the 'golden thread' aspects of the</p>	L	Y

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				<p>curriculum – the essential concepts which much be revisited</p> <p>Reading, phonics and maths will be prioritised in primary</p> <p>The new RSHE curriculum has been planned for and will be taught from Sept 2020</p>		
<p>Curriculum, Behaviour and Pastoral Support</p> <p>Early Years Foundation Stage to Key Stage 3</p>	M	<ul style="list-style-type: none"> <li>School will prioritise the most important components for progression</li> <li>Consideration of how all subjects can contribute to the filling of gaps in core knowledge, e.g. through an emphasis on reading.</li> <li>For children in nursery, focus is on the prime areas of learning: <ul style="list-style-type: none"> <li>communication and language</li> <li>personal, social and emotional development</li> <li>physical development</li> </ul> </li> <li>For pupils in Reception, focus is on assessing and addressing <ul style="list-style-type: none"> <li>gaps in language</li> <li>early reading</li> <li>mathematics,</li> <li>ensuring phonics knowledge</li> <li>extending vocabulary.</li> </ul> </li> <li>Early years foundation stage (EYFS) disapplication guidance. <a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</a></li> </ul>	<p>SHO</p> <p>JTA</p>	See above – all curriculum plans follow this methodology	L	Y

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		<ul style="list-style-type: none"> <li>For pupils in key stages 1 and 2 priorities are: <ul style="list-style-type: none"> <li>identifying gaps</li> <li>re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics)</li> <li>identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.</li> <li>The curriculum to remain broad, so that the majority of pupils are taught a full range of subjects over the year</li> </ul> </li> <li>For pupils in key stage 3 Priorities are: <ul style="list-style-type: none"> <li>Curriculum should also remain broad from year 7 to year 9, including: <ul style="list-style-type: none"> <li>sciences</li> <li>languages</li> <li>humanities</li> <li>the arts</li> <li>physical education</li> <li>religious education</li> <li>relationship, health and sex education</li> </ul> </li> <li>For Y7 pupils, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum</li> </ul> </li> </ul>		Support from other schools within the Trust and feeder schools will enable rapid catch up to take place		

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Curriculum, Behaviour and Pastoral Support  Physical Activity	H	<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</a>  <a href="https://www.sportengland.org/how-we-can-help/coronavirus">https://www.sportengland.org/how-we-can-help/coronavirus</a>  <a href="https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf">https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf</a>  <a href="https://www.youthsporttrust.org/coronavirus-support-schools">https://www.youthsporttrust.org/coronavirus-support-schools</a>  <ul style="list-style-type: none"> <li>Pupils are kept in consistent groups</li> <li>Sports equipment cleaned between each use by different groups</li> <li>Contact sports are on hold until further notice</li> <li>Outdoor sports are prioritised where possible</li> <li>Maximising distancing between pupils</li> <li>Paying scrupulous attention to cleaning and hygiene</li> <li>External facilities can also be used in line with government guidance</li> <li>Specific risk assessments will be applied to use of external coaches, clubs and organisations for curricular and extra-curricular activities</li> <li>Physical activities will operate within wider school protective measures.</li> </ul>	JRI  SHO	<p>PE specific guidance has been scrupulously followed</p> <ul style="list-style-type: none"> <li>Planning has ensured all the criteria is followed</li> <li>No indoor PE to be undertaken in secondary</li> <li>Dance to be moved to the SH</li> <li>Inclement weather planned for by class based learning</li> <li>Schedule of cleaning of spaces and equipment in place</li> </ul>	L	Y



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Curriculum, Behaviour and Pastoral Support  Catch Up Support	M	<a href="https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/">https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/</a> <ul style="list-style-type: none"> <li>Individual pupil needs will be assessed in respect of                             <ul style="list-style-type: none"> <li>complex needs</li> <li>speech and language therapy</li> <li>travel training</li> <li>education psychologist time</li> <li>other small group and individual interventions</li> </ul> </li> <li>Direct or indirect support will be provided</li> <li>The school will also consider participation in the National Tutoring Programme for 1-1 tuition</li> </ul> <a href="https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/">https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/</a>	LPH	<p>All this will happen on a needs basis once these needs are truly known and understood</p> <p>School registered an expression of interest in National Tutoring Programme</p>	L	Y
Curriculum, Behaviour and Pastoral Support  Extending provision set out in an Education, Health and Care Plan (EHCP)		<ul style="list-style-type: none"> <li>It is not generally thought that pupils will need to repeat a year of educational provision because of coronavirus</li> <li>It is not generally anticipated that young people will need to remain in education any longer than originally set out in their EHCP</li> <li>In exceptional cases it may however be appropriate to extend a pupil's educational provision or have their EHCP extended.</li> <li>In most cases this would consist of an individualised programme for a term or half term.</li> <li>In all circumstances, this would need to be decided by the LA, following a review of the pupil's needs and EHCP.</li> </ul>		None of this anticipated or applicable		

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		<ul style="list-style-type: none"> <li>Parents and young people can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if they disagree with decisions made by the LA re Health and Care (EHC) needs assessments and plans.</li> <li>Extending provision in a school setting for those aged 19 and over <ul style="list-style-type: none"> <li>School funding regulations do not allow for those 19+ to remain in school, unless given exceptional approval by the Secretary of State for Education.</li> <li>In the exceptional circumstances that an LA decides that a young person would be best served by remaining in school after they have turned 19 years of age, the LA must apply for a relaxation of the normal rules for continuing financial support to schools of all kinds for students aged 19 and over, under the established ESFA process.</li> </ul> </li> </ul>				
Curriculum, Behaviour and Pastoral Support  Pupil Wellbeing and Support	H	<a href="https://www.gov.uk/guidance/teaching-about-mental-wellbeing">https://www.gov.uk/guidance/teaching-about-mental-wellbeing</a> <ul style="list-style-type: none"> <li>Staff and school leaders aware pupils may be experiencing emotions</li> <li>Particularly for vulnerable children, including those with complex needs.</li> <li>Pupils requiring support will be identified</li> <li>Senior Leaders will consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> <li>support the rebuilding of friendships and social engagement</li> <li>address and equip pupils to respond to COVID issues linked</li> <li>support pupils with approaches to improving their physical and mental wellbeing</li> </ul> </li> </ul>	LPH JTA	PSHE/PDP programmes focus on student wellbeing  YPL in place to support tutors  Usual referral procedure in place for FSW  New counselling service subscribed to from Sept 2020	L	Y

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		<ul style="list-style-type: none"> <li>More focused pastoral support will be provided where issues are identified that individual pupils may need help with</li> <li>Consideration will be given to children in need and others including vulnerable pupils who may need additional help or support, e.g. with stress, fear, trauma and bereavement <a href="https://covid.minded.org.uk/">https://covid.minded.org.uk/</a></li> <li>The school nursing services will be engaged to support the health and well-being of their pupils, including over: <ul style="list-style-type: none"> <li>support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues</li> <li>support for pupils with additional and complex health needs</li> <li>supporting vulnerable children and keeping children safe</li> <li>delivery of the healthy child programme</li> </ul> </li> </ul>				
Curriculum, Behaviour and Pastoral Support  Behaviour Expectations	H	<ul style="list-style-type: none"> <li>Behaviour Policy updated for Covid <a href="https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools">https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools</a></li> <li>Staff, pupils &amp; Parents understand behavior expectations</li> <li>Behavior standards are enforced consistently</li> <li>Disciplinary and reward outcomes are included</li> <li>Staff working with specific pupils who have not re-engaged</li> <li>Support to overcome barriers to attendance and behavior</li> <li>Objective is to help them reintegrate back into school life.</li> <li>Support pupils with trauma anxiety including bereavement</li> <li>Staff able to identify social, emotional and mental health concerns</li> <li>School has access to ed psychs, social workers, and counsellors</li> <li>Specific support for pupils with SEND</li> </ul>	SHO JTA LPH	<p>Expectations made explicitly clear to parents in letters gone home – will be reiterated</p> <p>Assemblies and constant reminders to students</p> <p>Individual risk assessments written and to be shared with parents of identified students</p>	L	Y

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Assessment and accountability  Inspection	-	<ul style="list-style-type: none"> <li>Routine Ofsted inspections are suspended for the autumn term</li> <li>Ofsted may visit a sample of schools to review return of pupils</li> <li>Statutory primary assessments will take place in summer 2021</li> <li>The EYFS profile, and all existing statutory KS1 &amp; 2 assessments, expected to return in 2020 to 2021</li> <li>The statutory rollout of the Reception baseline assessment has been postponed until September 2021</li> <li>The Standards and Testing Agency (STA) are reviewing requirements for the phonics screening check in year 2</li> <li>STA also reviewing arrangements for implementation of the engagement model for the assessment of pupils</li> </ul>	SHO	Preparations for a summer 2021 Ofsted Inspection at KAB will continue	-	-
Assessment and Accountability  Exams	-	<ul style="list-style-type: none"> <li>GCSEs and A levels will take place in summer 2021</li> <li>There will also be an exam series taking place in autumn 2020.</li> <li>Following the cancellation of summer 2020 exams, the exam boards will be providing students with calculated grades</li> <li>DfE has also announced that there will be an opportunity for students to sit exams in the autumn</li> </ul> <a href="https://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Commons/2020-03-23/HCWS176/">https://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Commons/2020-03-23/HCWS176/</a>	-	N/A	-	-

## Guidance template to support:

### Coronavirus (COVID-19): Full Re-Opening Risk Assessment



Area for concern	Prior Risk Rating H/M/L	Risk Control Measures	By who?	By when? Comments	Post Risk Rating H/M/L	In place? Yes/No
		<a href="https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series/centre-responsibility-for-autumn-gcse-as-and-a-level-exam-series-guidance">https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series/centre-responsibility-for-autumn-gcse-as-and-a-level-exam-series-guidance</a>				
Assessment and Accountability  Accountability Expectations	-	<ul style="list-style-type: none"> <li>Performance tables suspended for the 2019/20 academic year,</li> <li>Inspectors and DfE will refer to the 2019 data.</li> <li>2019 data will be used as a starting point for any conversation about support for settings with Ofsted judgements below good.</li> </ul> <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability">https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability</a>		No action required		
Contingency Planning for Outbreaks  Remote Education	M	<ul style="list-style-type: none"> <li>Process in the event of local outbreaks                             <ul style="list-style-type: none"> <li>Appropriate authorities and DfE will help make decisions if a spike in infection rates occurs at a local level.</li> <li>This includes measures to help contain the spread.</li> </ul> </li> <li>Contingency plans for outbreaks                             <ul style="list-style-type: none"> <li>Remote education plans should remain in place</li> </ul> </li> </ul> <a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings#remoteeducation">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings#remoteeducation</a> <ul style="list-style-type: none"> <li>In the event of local lockdown, the school will offer remote education.</li> </ul>	SHO JTA	<p>All local and national guidance will be fully complied with</p> <p>In the event of further lockdown, the secondary way of working using google classrooms – every lesson, every day live, will be resumed. This includes the loan of chrome books, the early application for chromebooks through the new</p>	L	Y

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		<ul style="list-style-type: none"> <li>School has a strong contingency plan in place for remote education</li> <li>Engage with families where SEND pupils require adult support</li> <li>The school will remain proactively engaged with parents and carers to                             <ul style="list-style-type: none"> <li>explain the support that their children are receiving</li> <li>discuss the plans for returning to settings</li> <li>consider how parents can support this and any additional help they might need.</li> </ul> </li> <li>The school will make use of the following specialist expertise:                             <ul style="list-style-type: none"> <li>special educational needs co-ordinators</li> <li>education psychologists</li> <li>speech and language therapists</li> <li>qualified teachers of sensory impairments</li> <li>other therapists</li> <li>teaching assistants often with specialist knowledge</li> </ul> </li> <li>The remote learning curriculum will                             <ul style="list-style-type: none"> <li>Access high quality online and offline resources</li> <li>Give access to high quality remote education resources</li> <li>Use online tools that allow interaction, assessment and feedback,</li> <li>Ensure that staff are trained in their use</li> <li>Provide printed resources for pupils who do not have online access</li> </ul> </li> <li>The school will:                             <ul style="list-style-type: none"> <li>set meaningful ambitious assignments</li> <li>teach a planned and well sequenced curriculum</li> <li>provide clarity about what is taught and practised</li> <li>provide frequent, clear explanations of new content</li> </ul> </li> </ul>		<p>Gov scheme, LSAs being 'live' with the SEND students etc</p> <p>Primary will work in largely the same way as previously, with Y2 and Y3 children using live remote learning as far as possible and N, R and Y1 having greater weekly/daily contact with their teachers</p>		

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Area for concern	Prior Risk Rating H/M/L	Risk Control Measures	By who?	By when? Comments	Post Risk Rating H/M/L	In place? Yes/No
		<ul style="list-style-type: none"><li>o gauge how well pupils are progressing</li><li>o set clear expectation on how teachers will check work</li><li>o enable teachers to adjust the pace or difficulty</li><li>o enable teachers to revising material or simplifying explanations</li><li>o deliver a programme equivalent to core teaching</li><li>o ensure the expectations are age appropriate</li><li>o ensure expectations are appropriate to SEND</li></ul>				