

Category	Risk	Risk / Process / Detail	Mitigation /Process	Level of risk	Key Staff Members
<b>Catering</b>					
Catering	Increased risk of exposure to contamination from visitor	Catering providers	- School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19). - Southam Primary kitchen will manage their own risks	L	
Catering	Increased risk of exposure to contamination from visitor	Transport	- Stuart allowed on site but to follow standard C-19 protocol and has been provided with LFD testing kit - Boxes to be sprayed with Milton	L	Stuart
Catering	Increased risk of virus transfer	Handling of food	To be distributed by minimum number of staff	L	lunchtime staff
Catering	Food spoiling	Storage of food	- Food hygiene rules to continue. - A limited menu will be offered.	L	
Catering	Pupil allergic reaction	Pupil food allergies	- A list of children with food allergens will be held by relevant staff - Parents will be reminded of not sending in foods containing nuts	L	office staff
Catering	Increased risk of virus transfer / lack of social distancing	Tuck Shop	- Tuck shop not operating - Children asked to bring own snacks, kept on their desks	L	JJ
Catering	Increased risk of virus transfer	Milk	Can be delivered to each bubble as needed, in cartons	L	office staff
Catering	Increased risk of virus transfer	Serving of hot food	- From 080321 Onward: - LLS eat in unit - YR-2 eating in hall - separated by a minimum of 2m (aiming for 4m) - Y3 - 6 in classrooms - to eat outside as weather permits. - No crossing of bubbles for pupils, divide in room - Room ventilated - Surfaces / chairs miltoned after use - sch staff to distrib dinners.	L	
Catering	Increased risk of virus transfer	FSM Dinners	- Served to individuals as above process - Provision via government process, office coordinating with eligible families	L	
Catering		KS1 Fruit	- Served to bubbles.	L	MN
<b>Arrangements</b>					
Arrangements	Increased risk of virus transfer / lack of social distancing	Eating at lunchtime	- From 080321 Onward: - LLS eat in unit - YR-2 eating in hall - Y3 - 6 in classrooms - No crossing of bubbles for pupils - Room ventilated - Surfaces / chairs miltoned after use	L	lunchtime staff
	Increased social / emotional needs	Lunchtime clubs	Lunchtime clubs suspended from 050121 and to restart wc 260421 except for pastoral wc 080321 . The JB computing club might also be reinstated if pastoral needs need meeting.	L	JE with ES
		After School Clubs	- 260421 - After school clubs (run by staff) will be reinstated 2nd week after Easter - KITS and COV ASC start WC 08/03/21	L	

Land Departure				
Pupil	Pupils spreading virus	Children bringing virus into school site	<ul style="list-style-type: none"> <li>- Hands washed or use of gel at beginning of day and frequently throughout, prioritised as a procedure.</li> <li>- Acknowledging time and staffing is needed to maintain distance whilst accessing facilities and to ensure effect washing occurs</li> </ul>	H Hygiene officers
	Pupils spreading virus	Bubbles crossing during exit at end of day	<ul style="list-style-type: none"> <li>- Teachers to queue children in the classroom and then lead them respecting the one way system.</li> <li>- Y1 children will exit their classroom as normal procedure but at 3.20pm, they will come down to via the low walled area of the carpark. They will wait at the gate by the hall entrance until the teacher can see the parent (who has been waiting on the KS2 yard). The parent will come forward and collect the child as they go through the one way system.</li> <li>- Y2 to exit at 3:15 from class 2 door and follow the playground one way system. They should go under the shelter if any are waiting.</li> <li>- Yr4/5/6 children leave at 3:20, entering one way system a class at a time, walking round to class 2</li> <li>- Once at class 2, Y3 and Y4 go through the cloakroom exit and wait under the cake sale covered area.</li> <li>- Once at class 2, Y5/Y6 go through the cloakroom door, and follow the playground one way system.</li> <li>- Office staff and JB will be available and on playground for first few days to assist.</li> </ul>	H
Pupil	Increased risk of virus transfer	Door access arrangements	<ul style="list-style-type: none"> <li>- All internal doors wedged back except LLS internal door</li> </ul>	H PC
Pupil	Parents spreading virus	Parents during drop off	<ul style="list-style-type: none"> <li>- Refreshed One-way system in place, and process well communicated to parents prior to opening.</li> <li>- Minimise parents on external part of site</li> <li>Staff on duty to control this.</li> <li>- Children go straight onto classrooms from 8.45am till 9am</li> <li>- Limit the gathering of pupils and/or parents on the playground.</li> <li>- Parents have been asked to wear face masks from 3rd November onwards until further notice.</li> </ul>	L LCP, JB
Pupil	Increased risk of virus transfer / lack of social distancing	Access to school office for enquiries	<ul style="list-style-type: none"> <li>- Emergency and by appointment only, online payments preferred. Gel used after cash payments.</li> <li>- Staff instructed to only open window enough to hear visitor.</li> <li>- Sufficient space between visitor and office worker due to desk</li> </ul>	L/M JJ
	Parents spreading virus	Parents during collection	<ul style="list-style-type: none"> <li>- Social distancing markers on playground along with one way system.</li> <li>- Parents asked to wear face masks from 3rd November for the duration of the new national restrictions.</li> </ul>	L LCP, JB & PC

Pupil	Increased risk of virus transfer	Parents gathering or loitering before or after	Site exits closed at key times and staff monitoring / policing - Stress with parents the government's message about social distancing - Set out clear expectations for drop off / pick up - Social media campaign, advice and guidance on website making parents aware of the rationale for this.	H	Class teachers
Pupil	Reduced social distancing	Cloakrooms	- All pupils keep belongings with them in their classroom bubbles - LL and Rec to have sole use of EYS cloakroom but Rec through from inside classroom - Encourage pupils to bring only essential items into school	L	All
Pupil	Reduced social distancing	Parents picking up / dropping off outside of normal times / Wanting parent/teacher meeting	- Face-to-face meetings are not invited for the duration of the new national restrictions except for exceptional circumstances. Zoom meetings or phone calls are offered where meetings are requested. - Office staff to liaise with teacher in regards to collection/ drop off outside normal times.	H	JB and office
<b>aroundBuilding</b>					
Mov	Increased risk of virus transfer / lack of social distancing	Evacuation of staff and pupils affecting during a fire alarm due to one way systems and closed exits/entrances	- Fire evac procedure in place and practice planned once pupils return. - Interaction of each bubble minimised - Signage amended	L	
Mov	Lack of social distancing in toilets	Toilet	- Staff should only allow one child at a time from their class to use the toilet. - see also Hygiene and cleaning requirements - KS1 / KS2 have different toilet facilities and additional cleaning - see JB timetable.	L	All - assistance of CA
Mov	Reduced social distancing	Key time - lunch (Staff)	- One way system in place	M	ES/SOS
Mov	Increased risk of virus transfer / lack of social distancing	Office access throughout day	- Pupils will not be requested to take registers or other items to the school office - to be collected from corridors and use of messaging for office support. - WhatsApp to be used	L	All with office
Mov	Increased risk of virus transfer / lack of social distancing	Breaktimes	- One way system in place - Wet play in classrooms - Gel to be administered upon entry to classroom after break times.	L/M	All
<b>affing</b>					
Staff	Staff shortages due to unavailability of current staff	Shortage	- Procedure to close school if critical members of staff are not available (DSL, SLT). - School partially closed to certain students if key staff membes are not available - Staff are expected to follow the current government guidelines outside of school hours so as to minimise impact on their roles.	M	ES
Staff	Illness exposure to critical workforce	Illness, overall staff health	- Increased hygiene measures - Procedure to send pupils home who display any symptoms however mild, rasied temperature, parents admitting dose of calpol, frequent use of toilet.	L/M	
Staff	Increased risk of contracting virus resulting in possible severe health implications	Clinically vulnerable staff members	- As per current government guidelines - All bar one vulnerable staff member have now been vaccinated	L/M bu	LCP

Staff	Reduced social distancing	Use of rooms	<ul style="list-style-type: none"> <li>- Main office – 2 adults max with ventilation. Staff to use hatch to communicate where possible rather than standing at the door. Use WhatsApp wherever possible. 1 adult only if window shut.</li> <li>- LCP Office – Only 1 adult at any time due to the lack of ventilation.</li> <li>- JB Office – 2 adults max assuming ventilation.</li> <li>- Y1 Office – 1 adult.</li> <li>- Staff Room – No gathering. To be used for reheating / storing food / preparing drinks. Eating in classrooms. Exceptions in place for staff having lunch or a break outside of normal hours and who therefore can't eat in the classrooms. No MDS meetings in the staff room - to report to Sandra via WhatsApp.</li> <li>- Sensory Room – 2 adults max with ventilation.</li> <li>- Tardis – 2 adults max with ventilation.</li> <li>- LLs Kitchen – 1 adult max. 4 adults max in a well ventilated classroom environment - to maintain 2m distance apart.</li> </ul>	L/M	SF for KS1.
		Staff Meetings / PPA / Governors Meetings	<ul style="list-style-type: none"> <li>- Staff Meetings - via Zoom off site where at all possible. 4.30pm on Wednesdays phase or otherwise. This allows all to access from home and allows those with PPA to leave the site (unless there is an emergency reason for why you are needed). Jo will set up and Emma will start them.</li> <li>- SLT - via Zoom. 2.30pm on Wednesdays - as space is tight, SF might join JB in the office.</li> <li>- Gov. meetings held via Zoom</li> </ul>		
Staff	Increased risk of virus transfer	Toilet	<ul style="list-style-type: none"> <li>- 2 as per normal arrangement in main building.</li> <li>- Cleaning supplies will be available for use throughout the day in addition to usual cleaning routines.</li> </ul>	L/M	All
Staff	Lack of understanding of procedures	Training on procedures	<ul style="list-style-type: none"> <li>- Briefings and plans via email</li> </ul>	M	LCP/JJ as inset.
Staff	Lack of understanding of procedures	Staff - New starters	<ul style="list-style-type: none"> <li>- This will need to be done online</li> <li>- Arrange a visit to the school when social distancing can be observed</li> <li>- Online tour link sent</li> </ul>	M	LCP/JB
Staff	Increased risk of virus transfer	Staff who are clinically vulnerable or previously shielding	<ul style="list-style-type: none"> <li>- Individuals who were considered to be clinically extremely vulnerable (CEV) are advised to not attend the workplace where they can work from home.</li> <li>- As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant current guidance available for clinically-vulnerable people at the time.</li> </ul>	L/M	LCP

<i>Staff</i>	Increased risk of virus transfer	Staff with significant risk factors - such as asthma, diabetes, BAME community member	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</li> </ul>	H	
<i>Staffing</i>		Staff mental health and wellbeing	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Decisions should always be mindful of workload implications.</li> <li>- 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.</li> <li>- The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</li> <li>- Posters displayed in the staff room to include support lines – stress and bereavement counselling</li> <li>- Email communication also went out to highlight services that can be accessed confidentially</li> </ul>	M	JB with ES.
<i>Staff</i>	Increased risk of virus transfer	Staff deployment - teachers and teaching assistants	<ul style="list-style-type: none"> <li>- Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly</li> <li>- Managers should discuss and agree any changes to staff roles with individuals, taking into account workload and wellbeing.</li> </ul>	M	ES with JB
<i>Staff</i>	Increased risk of virus transfer	Supply and temporary staff	Would be RA if need arose.	L	ES
<i>Staff</i>	Increased risk of virus transfer	Volunteers	<ul style="list-style-type: none"> <li>- Are allowed in school but subject to LFD testing</li> <li>- Will be invited in from after Easter.</li> </ul>	L	
	Increased risk of virus transfer	Prospective Parents	- From 2nd November onwards, all school tours will be conducted by JB via Zoom and not in person until further notice. To be reviewed after Easter in line with guidelines.	L	
<i>Staff</i>	Reduced social distancing	Signing in / Recording attendance	Situated in foyer	L	All
<b>ess /Quarantine</b>					

ess /	Increased risk of virus transmission	Need to Quarantine - Pupil	<ul style="list-style-type: none"> <li>- Kitchen</li> <li>- As before with full PPE when dealing with child</li> <li>- Staff member to stay outside unless needed to avoid close contact implications.</li> <li>- Note on the door to indicate no entry until cleaned.</li> <li>- Key staff to be informed or make decision, JB or JJ or LCP</li> <li>- If positive result returns, process to be led by JJ and JB</li> </ul> <p>track and trace procedure can be followed</p> <ul style="list-style-type: none"> <li>- PPE stored in there and process communicated to staff.</li> <li>- Ventilation protocol fulfilled via use of extraction fan. Kitchen to be cleaned after it has been used as a quarantine zone.</li> </ul>	M	
ess /	Increased risk of virus transmission	Pupil begins to show symptoms when in school (cough and/or temperature developing)	Pupil isolated and sent home as soon as possible	H	
ess /	Lack of understanding	Use of PPE in school if pupils develop symptoms and need assistance (particularly pupils with SEND)	<ul style="list-style-type: none"> <li>- Research where PPE can be purchased and provide stocks for individual schools based on the number of pupils who attend</li> <li>- This could be centralised to hubs of schools (consortia), MAT leaders, or the LA – PPE should not be required routinely in schools for general purposes</li> </ul>	M	LCP
ess /	Increased risk of virus transmission	Need to Quarantine - Staff	Member of staff isolated and sent home and asked to use the NHS website to arrange a test, if positive track or trace procedure followed	M	All
ess /	Lack of staffing	Staffing shortages as a result of staff self-isolating	<ul style="list-style-type: none"> <li>- The introduction of testing for staff who have symptoms (cough and/or temperature) should ensure that only staff with COVID-19 symptoms are absent</li> <li>- 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</li> </ul>	L/M	All
ess /	Increased risk of virus transmission	What to do if anyone shows symptoms of Coronavirus.	- 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 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.	L/M	
ess /	Increased risk of virus transmission	If an outbreak occurs	- Schools should follow Public Health England guidance and support. In consultation with the local Director of Public Health	L/M	

ess /	Increased risk of virus transmission	Outbreak in local area	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>	L	
ess /	Increased risk of virus transmission	Children's personal needs care	<ul style="list-style-type: none"> <li>- PPE provided.</li> <li>- Lidded bins available for medical waste</li> </ul>	M	All esp 1:1 and EY.
First	Coming to school office / unable to leave bubble	Illness other than suspected COVID-19 needing to go home	<ul style="list-style-type: none"> <li>- Staff to communicate to office via Whats App who will collect child and then follow normal procedure.</li> <li>- Specific staff member to be nominated for this duty. Waste to be isolated. Follow WCC cleaning guidance.</li> <li>- Additional vomit clean up kits will be provided in each classroom.</li> <li>- Teaching staff and TA's will be informed of process to contain vomit safely .</li> </ul>	L	All
First	<ul style="list-style-type: none"> <li>- Increased risk of virus transmission</li> <li>- Child falls ill/has an accident and lack of first aiders in school.</li> <li>- Issuing medication to children</li> </ul>	Minor first aid	<ul style="list-style-type: none"> <li>- Brief all staff in handling basic first aid treatment, such as nose bleeds, issuing asthma inhalers, assisting pupils needing eye drops etc. Provide kits and appropriate PPE for each bubble.</li> <li>- Inhalers to be stored in classrooms in secure safe place.</li> <li>- Only exception is medicine that has to be fridged, which will be stored in staff room as normal. Office staff will bring to bubble</li> </ul>	L/M	JJ
First	Lack of understanding of procedures	Staff knowing what to do and recognizing symptoms of COVID 19	Training to take place for all new staff.	L	LCP
<b>sources</b>					
Resc	Increased risk of virus transfer / lack of social distancing	Use of photocopiers	<ul style="list-style-type: none"> <li>- Before school day and milton will be provided to be used during use.</li> <li>- One school day starts, bubbles to message office who will bring it to them.</li> <li>- Staff will be requesting to use minimal resources of photocopying materials, but will need to plan ahead to get these ready for classroom use.</li> </ul>	L	PC/JJ
<b>g (Building)</b>					
Clea	Increased risk of virus transmission	Toilets - capacity / use	- Additional cleaning	L	CA
Clea	Increased risk of virus transmission	Disposal of refuse	If linked to suspected symptoms, it is double bagged and taken isolated in changing room in line with guidelines.	L	All
Clea	Minimise areas needed to be cleaned	Parts of building off limits	- Changing rooms	L	PC

<i>Clea</i>	- Increased risk of virus transfer - Risk of infection due to lack of cleaning	After suspected case of COVID 19	- Specific staff member to be nominated / agreed for this duty, in PPE and trained. CA employed for an extra day for cleaning and for daily lunchtime cleaning of toilets across the school. - Waste to be isolated in a lidded bin. Expectations of staff to ensure that classrooms and corridors can be cleaned to be agreed by cleaning staff and JB and for these to be communicated and followed up by JB. Follow WCC cleaning guidance.	L/M	
<b>avement</b>					
<i>Bere</i>	Emotional distress of pupils	Some pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)	- 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	L/M	
<i>Bere</i>	Emotional distress of pupils	Some pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)	- Some staff have training of dealing with bereaved children and families. - Further training is available from WCC and materials can be accessed if required. - Nominated point on contact for school / family contact - JB or JE. Use of pastoral club opportunities during times of great er stress including lunchtimes - see ES timetable for tagetted support that wil evolve with need.	L/M	
<i>Bere</i>	Emotional distress of staff	Staff	As per discretionary LOA procedure	L/M	
<b>Behaviour</b>					
<i>Pupi</i>	Increased risk of virus transfer	Children unable to socially distance – general and due to age	Bubble concept, increased hand washing	L/M	
<i>Pupi</i>	Increased risk of virus transfer	Due to EHCP or other to specific member of staff	- Review individual risk assessments for EHCP pupils - Contact limited where possible to those in bubble. - PPE available.	L/M	
<i>Pupi</i>	Emotional distress of pupils	Meltdowns or deliberate failure to meet rules	- Additional staff in bubble can support if required. - WhatsApp communication system with office is established, replacing red card system	L/M	
<i>Pupi</i>	Lack of understanding of procedures	Initial briefing of expectations (daily and on 1st day)	Childen to be briefed by teachers on arrival	L/M	
<i>Pupi</i>	Emotional distress of pupils	EY children may struggle with the return to routine and full-time education	- Liaise with parents prior to the start date so that parents can prepare the children.	L/M	
<i>Pupi</i>	Emotional distress of pupils	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)	- 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) - Pastoral focussed groups to be run at lunchtime to support children	L/M	
<i>Pupi</i>	Emotional distress of pupils	Wellbeing	- Pupils suffering from anxiety may need to have reduced time. in school to support their emotional needs or be offered pastoral support from staff and club opportunities. - The Safeguarding/Senco lead will be contactable during the day to step in and assist the teacher when required	L/M	
<b>um Delivery</b>					



<i>Curr</i>	Increased risk of virus transfer / lack of social distancing	PE	- To happen in bubbles - Activities to be planned that minimise close contact and sharing of equipment - Coventry Rugby club and KITS teacher still attending but subject to LFD testing	L	
<i>Curr</i>	Increased risk of virus transfer	Laptops	Tech allocated to each bubble and cleaned throughout day	L	Teachers/Hygiene Officer
<i>Curr</i>	Increased risk of virus transfer	Marking/Ongoing Assessment	- Books allowed home for marking but be mindful of transfer in your own home. - Use of Google Classroom for ongoing work and as communication means for individuals. - Tapestry being used for Rec aged children.	L	All
<i>Curr</i>	Increased risk of virus transfer	Key Stage Assemblies	In the hall with classes sat in bubble, socially distance	L	JB
	Increased risk of virus transfer	Orchestra Rehearsals	- N/A at present		
<i>Curr</i>	Increased risk of virus transfer	Whole School Assemblies	- Not taking place for the time being	L	JB
<i>Curr</i>	Increased risk of virus transfer	PHSE Groups (Lego, Moby, etc)	- Not taking place for the time being	L	
<i>Curr</i>	Increased risk of virus transfer	Interventions	- Where timetabling and staffing allows - Can take place in corridors if other areas are not free (sensory or library but observing adult number limit)	L	
<i>Curr</i>	Increased risk of virus transfer	Resources going home / Brought in from home	- Essential items only - Pencil cases can be brought in but left in trays. - Minimise items being brought into school but allow for PE kit.	L	All
<b>ry Processes</b>					
<i>Stat</i>	Increased risk of virus transfer	Taking Registers	Once taken leave outside classroom for office to collect	L	JJ/JB
<b>Washing</b>					
<i>Han</i>	Lack of / use of facilities	Children	- Each bubble allocated own facilities. Staff to administer hand gel to all children as they enter the school site at the start of each day. - Hands need to washed or gel administered before eating and before lessons start after break and lunchtimes.	L	PC with JJ
<i>Han</i>	Lack of / use of facilities and time	Staff	Hand gel provided to staff for use throughout day.	L	All
<b>PPE</b>					
<i>PPE</i>	Lack of understanding of procedures	When needed and when not	Staff have been trained to use it, nominated staff member to handle child with suspected symptoms	L	LCP
<b>Classroom Arrangements</b>					

			<ul style="list-style-type: none"> <li>- Acknowledge that social distancing cannot occur between young children.</li> <li>- Hygiene is the responsibility of all adults to ensure that resources are sprayed and cleaned after use including computers. Classrooms need to be left tidy with clear surfaces to ensure that they are efficiently and properly cleaned.</li> <li>- Teachers - TAs are responsible for ventilating their classrooms appropriately, Paul will secure building at the end of the day</li> <li>- All resources minimised or cleaned at end of day</li> <li>- Teachers to ensure laptops are wiped down at the end of the day, children can do this overseen by staff</li> <li>- Children to have own pencil cases</li> <li>- Tech to be allocated to bubble to meet curriculum needs.</li> <li>- Items to be cleared or removed at the end of each day for cleansing/ disinfection.</li> <li>- Reading Books that are returned are quarantined for 72hrs.</li> </ul>		
Coh	Increased risk of virus transfer / lack of social distancing	Classroom		L/M	
	Social distancing in classrooms		<ul style="list-style-type: none"> <li>- Pupils stay in same bubble</li> <li>- All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.</li> <li>- 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. Again, we recognise 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.</li> <li>- 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.</li> <li>- No setting</li> </ul>	L/M	
Coh	Increased risk of virus transmission	Ventilation protocols	<ul style="list-style-type: none"> <li>- Windows open where at all possible</li> <li>- Staff responsible for doing this in their rooms, Paul will secure building at end of day</li> </ul>	L	
Coh	Increased risk of virus transfer	Difficult to clean surfaces	Soft furnishings will be removed from classrooms – soft toys, carpets, cushions. surfaces to be cleared at the end of each day.	L	
Coh	Increased risk of virus transmission	Cleaning	<ul style="list-style-type: none"> <li>- Supplies for each room</li> <li>- Increased timetable to include specific touchpoints</li> </ul>	L	
Coh	Cross contamination of bubbles	Larks and Owls	<ul style="list-style-type: none"> <li>- Pupils interaction to be limited based on main bubble concept, with pupils in zones separated by activities.</li> <li>- Increased cleaning</li> </ul>	L/M	
<b>Communication</b>					
Com	Lack of understanding of procedures	With parents	<ul style="list-style-type: none"> <li>- Briefed beforehand via Journal</li> <li>- Specific person for monitoring / troubleshooting on day</li> </ul>	L/M	JB

Com	Staff unable to communicate with others when located in different classrooms	During the day	- WhatsApp group (temporary suspension of normal safeguarding process running till at least Easter 2021)	L	JJ/LCP
Com	Lack of understanding of procedures	Pupils - On initial / day one arrival	- A list to be created of essentials that must be covered on day 1 - First class assembly	L/M	atsAll
Com	Risk of spreading virus due to close contact with children: 1 to 1 and ability to understand or follow procedures	Vulnerable children on site	- Use of social stories for children who need help to understand. - Children remain in their bubbles. - On going list to be reviewed regularly	L	those involved with 1:1
<b>Misc.</b>					
Misc	Increased risk of virus transfer / lack of social distancing	Critical incident	- Nominated members of staff, who agree to deal with issues as they arise. Not vulnerable. JB, ES, JJ, LCP - Via WhatsApp	L/M	See list
Misc	Increased risk of virus transfer / lack of social distancing	Unauthorised visitors	- Site secured as normal procedures once bell goes. - Only one entrance accessible during day	L	
Misc	Physical pupil safety	Site safety once day begins	Site secured as normal procedures once bell goes.	L	
Misc	Quality of education / wellbeing	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	Reassure parents of strategies that are being followed in school and the social, emotional and academic benefits associated with their child being back in school. To inform parents of the groupings and how this is linked to govt guidelines.	L	
Misc	Increased risk of virus transmission	Face coverings (Arriving with)	- Face coverings should be worn by all adults - Staff to wear face coverings at the start and end of the school day when welcoming and dismissing children, as well as when moving around the school site during the main part of the day (8.45am - 3.25pm). - They should also been worn in corridors where social distancing is not possible	L	
<b>Safeguarding</b>					
Safe	Emotional distress of pupils	School staff are not aware of safeguarding incidents that occurred during the school closure	- DSLs maintain contact with social workers/keyworkers of pupils with CP Plans, CIN Plans and Early Help Plans - Any developments are recorded on the system via LCP or on the vulnerble list. - Ensure that school information is up-to-date – safeguarding leads at LAs to send DSLs information in relation to new referrals as a matter of urgency - Ensure any guidance issued re safeguarding is followed	L/M	DSLs
Safe	Emotional distress of pupils	Pupils may have suffered forms of abuse during lockdown and they have not had the opportunity to disclose these to anyone	- 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	L/M	All

Safe	Emotional distress of pupils	Attendance	- Attendance of children is mandatory (except with Doctor's medical exceptions) and so therefore no home learning will be set even for those marked in the register with an x.	L	
Safe	Emotional distress of pupils / Increased risk of transmission of virus	Shielding pupils	- 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.	L	
Safe	Emotional distress of pupils	DSL capacity to cover potential increase in demand	- 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. - Additional TA pastoral support has been appointed to help meet needs especially at lunchtimes and after school.	L/M	
<b>Maintaining Bubbles</b>					
Mai	Increased risk of virus transfer / lack of social distancing	Maintaining bubbles	- 3 Bubbles, EYS, Y1-3 and Y4-6 - Kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. - We possible we should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. - When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. - We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.	L	JB with governors (JS)
<b>Sports Provision</b>					
Spor	risk of passing on any infection could be higher	Sport	- Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups. - Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils - 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. - KITS and Cov. Rugby external coaching has been since Jan 2021 and will continue in next phase. They are now subject to LDF testing -Each of these external agencies will be briefed of expectations and procedures on 1st visit - Setup in a WhatsApp with office for communication	L	

<i>Spor</i>	risk of passing on any infection could be higher	PE Kits	- Can be worn - Changing facilities for Y6 - Classrooms / hall	L	
<b>Trips &amp; Off Site Events</b>					
	Increased risk of virus transfer / lack of social distancing	Social distancing - trips and events off site	- N/A at present	See sep	JB/ CTs and JJ
<b>Visitors &amp; Outside Contractors</b>					
<i>Visit</i>	Increased risk of virus transfer / lack of social distancing	Increased risk of virus transfer / lack of social distancing	- Essential maintenance and visiting professionals only - 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 and if activity has been deemed appropriate. - Essential maintenance to be accommodated and where social distancing can be observed and that they should be assigned to bubbles/ groups. - No physical school tours - to be reviewed after Easter. - Long term student placements allowed since Jan 2021, subject to LFD and assigned to a specific bubble. - CoG head meeting on Thurs allowed. CoG to access LFD.	L	
<i>Visit</i>	Increased risk of virus transfer / lack of social distancing	Visitors to school - External Agencies for Pupil provision	- Visiting Professionals are allowed, assessed on a case by case basis - Nikki Andrews (Yoga) - Room 11 - for AB - SEND Supported - Clare Viney and Joanna Burden, pre agreed plan of who they are seeing - LFD testing for anyone who visits the school at least once a week - Individuals will be briefed on current C-19 procedures and expectations - Individuals will be setup on WhatsApp group for communication	L	
<b>Music Lessons</b>					
<i>Mus</i>	Risk of passing on any infection could be higher	Music Lessons (Private Lessons 1:1 and 1:3)	- External music teachers allowed on site but subject to LFD testing - Starting from 080321 - Only teaching KS2 - Social distancing measures to be adhered to - Starting WB 08/03/21	L/M	
<i>Mus</i>	Risk of passing on any infection could be higher	Music Lessons (Curriculum Provision)	- Only within bubble structure	L	Specialist staff overseen by JB.
<i>Mus</i>	Risk of passing on any infection could be higher	Music Lessons ( <b>WCC Led Class Provision</b> )	N/A at this time	L	
<b>EHCP/ SEN Needs of Pupils</b>					
<i>EHC</i>	Needs of pupil not met	Needs of pupil not met	- Schools should ensure that appropriate support is made available for pupils with SEND - Individual SEN provision reviewed as per usual tracking procedure - Individual risk assessments must be reviewed by 080321 by ES		

		- Pupils with underlying health conditions are at a higher level of risk	- Parent to 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)	H	
<i>EHC</i>	Needs of pupil not met				
		Staff with under-lying health conditions and/or pregnant staff are at a higher level of risk	- Staff member to seek medical guidance that may recommend that the staff member remains at home - As per specific current government guidance in relation to pregnancy. - Assessed on case by case basis.	L	LCP/JB
		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)	- Risk assessments to be reviewed 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. ES to take a lead.	L	ES
<i>EHC</i>	Emotional distress of pupil	Sudden announcement of a return to school for pupils will cause anxiety	- Ensure parents have advance notice of start date, so that they can prepare their child for the return to school.	L	
<i>EHC</i>	Needs of pupil not met / Risk to staff health	Close proximity of staff and pupils		L	ES with advice from LCP using LA.
<b>Finance</b>					
		Reimbursement of COVID-related costs	- 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.	L	JJ
		Governors unaware of potential impact of full time attendance in September on 2020/21 budget.	- HT to inform governors DFE will not be reimbursing extra COVID 19 costs from September but will be collated. - Finance governors, LA Finance Officer and relevant staff to include potential new costs in budget Spring 2021. - Governors and leadership to implement furloughing of staff where income is privately driven or subject to termly head count including LL and LnO. Reviewed a regular intervals - on 080321 and again if needed 310321.	L	JJ and JB
<i>Finance</i>					
<b>Quality of Education</b>					

<i>Quality of Education</i>	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"> <li>- Identify key component knowledge and skills within individual year groups and subjects areas (ie the non-negotiables) upon return on 080321.</li> <li>- Prioritise areas of curriculum that have been covered in lockdown in weeks leading to Easter 21 with ongoing assessment to inform Summer Term Planning and intervention/Catchup.</li> <li>- Be mindful of pupils' mental health and wellbeing.</li> <li>- 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)</li> <li>- Use pupil premium and catch-up funding to provide disadvantaged pupils with more intensive catch up support</li> <li>- Target those pupils with greatest need of additional support based on assessment in Dec 20 and in last weeks of Spring Term 21 against previous years AREs - extra TA support and if funding received and allows - through additional teaching.</li> </ul>	H	Jaj with ES/JB
<i>Quality of Education</i>		<ul style="list-style-type: none"> <li>- Supply teachers, peripatetic teachers and/or other temporary staff can move between schools.</li> <li>- They should ensure they minimise contact and maintain as much distance as possible from other staff.</li> <li>- Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</li> <li>- 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.</li> </ul>		
<i>Quality of Education</i>	Preparations for the changes to SRE that come into effect in September 2020	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 <b>start of the summer term 2021.</b>	L	JM

<i>Quality of Education</i>	Online or home learning may need to continue for some pupils, running alongside return to school for other pupils. Plan this for contingency if another wave or a local outbreak of COVID necessitates school closure.	<ul style="list-style-type: none"> <li>- Make sure teacher workload is managed well</li> <li>- 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</li> <li>- 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. We will use Google Classroom as our platform. 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 section 5 of the guidance released on July 2. 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. Parents are informed of this and this is reinforced through the setting of weekly homework.</li> </ul>	L	SD
<i>Quality of Education</i>	Curriculum adaptations	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Core subject areas should be repeated and review provision where we know catchup is required</li> <li>- Substantial modification to the curriculum may be needed, 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 2022. This includes an interim maths curriculum that focuses on KPIs of maths vital for the future year.</li> <li>- Noncore subject to have a clear R/Wr and Maths focus.</li> </ul>		
<i>Quality of Education</i>	Addressing the needs of all children	<ul style="list-style-type: none"> <li>- Plan on the basis of the educational needs of pupils</li> <li>- 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).</li> </ul>		CTs and SLT to moderate.
<i>Quality of Education</i>	Remote learning	<ul style="list-style-type: none"> <li>- Remote education is integrated into school curriculum planning using Google Classroom for when a child is absent due to COVID</li> </ul>		



<i>Quality of Education</i>	Early Years	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Settings should follow updates to the EYFS disapplication guidance.</li> <li>- For nursery settings and Reception, consider how all groups <u>of children can be given equal opportunities for outdoor learning.</u></li> </ul>		
<i>Quality of Education</i>	Key stage 1 & 2	<ul style="list-style-type: none"> <li>- For pupils in key stages 1 and 2, school leaders are expected to 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.</li> <li>- The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.</li> </ul>		
<i>Quality of Education</i>	Catch up	<ul style="list-style-type: none"> <li>- Schools will receive catch up funding - exact additional allocations to be decided. Schools can use this funding as they see fit to support pupils' catch up.</li> <li>- staff currently employed to provide catch up</li> </ul>		
<i>Quality of Education</i>	Ofsted inspections	- Ofsted's return to inspection in 2021 will happen in phases, with no graded inspections for education or social care providers planned before the summer term.		
<i>Quality of Education</i>	Statutory Assessments	- As of guidance 070121 - SATS will not take place		
<i>Quality of Education</i>	Accountability	Performance tables are suspended for the 2019 to 2021 academic year. 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.		
<i>Quality of Education</i>	No education through risk of closure	<ul style="list-style-type: none"> <li>- Remote learning provision - in line with government expectations and standardised for quality</li> <li>- Via Google Classroom that is monitored by HT/SLT</li> <li>- Tablets or laptops provided if assessment of needs confirms so</li> </ul>	L/M	
<b>Parents Evening</b>				

<p><i>Parents Evening</i></p>	<p>Via Google Meet - from 220221</p>	<ul style="list-style-type: none"> <li>- Agreed format of expectations</li> <li>- Agreed timetable / set timings</li> <li>- ASAP into new term</li> <li>- Please note that telephone meetings will be offered to those parents that have tech issues.</li> <li>- Google form to ascertain accessibility</li> <li>- Agenda option for parents to give advance notice of questions that they might to especially know about or discuss.</li> <li>- Parents to receive assessment grades and targets ahead of meetings</li> </ul>	<p>L</p>	
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