SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

Introduction:

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

• Social distancing practicalities	• Transition
• Quality of education	• Finance
• Safeguarding	• Building work and logistics
• Pupils with SEND (including medical needs)	• Recruitment and staffing
• Emotional and behaviour considerations	• Miscellaneous
• Hygiene and cleanliness/health and safety	• Additional (left blank for you to fill in)
• Possible COVID-19 cases	

Within each section some initial risks and some possible actions that could be taken to control or mitigate the risks have been pre-populated for you. However these are only **initial suggestions** and it is vital that you **tailor** this risk assessment by **amending / adding to these** as required to ensure you have captured all relevant risk information specific to your setting.
Please note that the mitigating actions must show how you plan to reduce the risk of the COVID infection being passed on through school. It is not possible to eliminate risk, only reduce it.
When you have identified all your risks you will need to populate **current** and **future** (following mitigating actions) risk scores from 1 - 5 for each risk.
You will score both the **likelihood / prevalence** and potential **severity** of the risk occurring.
These two scores combined will then give you a high-level **overall** risk categorisation of **LOW**, **MEDIUM** or **HIGH**. This is worked out as follows:

OVERALL RISK CATEGORISATION

SEVERITY \ Likelihood / Prevalence	Very low	Low	Medium	High	Very high
Very low	LOW	LOW	LOW	LOW	LOW
Low	LOW	LOW	LOW	MEDIUM	MEDIUM
Medium	LOW	MEDIUM	MEDIUM	MEDIUM	HIGH
High	LOW	MEDIUM	MEDIUM	HIGH	HIGH
Very high	MEDIUM	MEDIUM	HIGH	HIGH	HIGH

Additionally, please also bear in mind when filling this document out:

- There are some formulas / calculations on each tab. To ensure these work correctly please **do not delete any data in columns I & M**. Also, **do not insert any rows** as these will not have the formulas in them
- Note that several blank lines are provided at the bottom of the table for you to add in additional risks
- Please ensure all information is entered within the **main table**. Do not enter any information on a tab below the end of the table (denoted with a black row)
- If you do find you need to add additional rows copy and insert them from existing rows in the table - that way the formulas will be copied as well

RISK ASSESSMENT LAYOUT

The sections of the Risk Assessment are as follows:

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

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

NOTES

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

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	3	5	14.88
			HIGH

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
4	3	1	6.38
			MEDIUM

POPULATES AUTOMATICALLY - These are counts of how many **overall** risks you have at each level both now and following mitigating actions

POPULATES AUTOMATICALLY - Overall average risk level across ALL risks (both now and after mitigating actions)

RISK BREAKDOWN

CURRENT:

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

FUTURE:

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

POPULATES AUTOMATICALLY - These are counts of how many of **each individual** risk score you have given both now and following mitigating actions

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
Travel to and from School	Students Bus operators	Risk of infection due to lack of social distance adherence	None	5 - Very high	4 - High	HIGH	• Educate/inform parents and pupils about the need to recognise social distancing rules during their journey to and from school (schools can only partially control this)	3 - Medium	3 - Medium	MEDIUM	J. Smith	1st June 2020	Amber	On track	www.link.co.uk

TO FILL IN - Current position on each identified risk

POPULATES AUTOMATICALLY - Overall Current risk level

TO FILL IN - Proposed actions and future position on each identified risk

POPULATES AUTOMATICALLY - Overall Current risk level

Tracking details and RAG status for proposed actions

Option to add additional comments / links to supporting material as required

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment

WIDER GUIDANCE ON THE RISK ASSESSMENT PROCESS

Health and safety risk assessments identify measures to control risks during education and childcare setting activities. Health and safety law requires the school employer to assess risks and put in place measures to reduce the risks so far as is reasonably practicable. The law also requires employers to record details of risk assessments, the measures taken to reduce these risks and expected outcomes. Schools need to record significant findings of the assessment by identifying:

the hazards

how people might be harmed by them

what they have in place to control risk

Records of the assessment should be simple and focused on controls. Outcomes should explain to others what they are required to do and help staff with planning and monitoring.

Risk assessments consider what measures you need to protect the health and safety of all:

staff

pupils

visitors

contractors

Schools will need to think about the risks that may arise in the course of the day. This could include anything related to the premises or delivery of its curriculum or activities, whether on-site or in relation to activities offsite.

The key thing to remember is that it may not be possible to eliminate the risk, but it is possible to minimise it. You can only assess the risk of the virus spreading. You cannot assess the risk of Coronavirus itself.
To be effective, any mitigating actions you include in your risk assessment, must reduce the severity or the likelihood of the risk.

Schools are strongly advised to consult staff when completing their risk assessments.

Schools should consider sharing the risk assessment with parents for example by uploading it onto the school website. Any confidential or personal information MUST be redacted first.

A draft letter for parents is available from WCC to support communication with parents.

It is important that employers know how effective their risk controls are. They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.

LA maintained schools are asked to forward their risk assessment to the local authority via the education coronavirus inbox. Please see 'System of controls' tab for more information on Warwickshire requirements.

Where schools request feedback, we will endeavour to provide this as soon as possible, but before mid-August.

Support will be provided on request for individual aspects of the risk assessment.

The DfE guidance sets out a system of controls to minimise the risk.

The guidance states: *The system of controls provides a set of principles and if schools follow this advice, they will effectively minimise risks.*

All elements of the system of controls are essential. All schools must cover them all, but the way different schools implement some of the requirements will differ based on their individual circumstances.

Where something is essential for public health reasons, as advised by PHE, we have said 'must'. Where there is a legal requirement we have made that clear. This guidance does not create any new legal obligations.

SYSTEM OF CONTROLS

System of controls as set out in the DfE guidance 2 July :
This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.
Prevention:
1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
2) clean hands thoroughly more often than usual
3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
5) minimise contact between individuals and maintain social distancing wherever possible
6) where necessary, wear appropriate personal protective equipment (PPE)
Numbers 1 to 4 must be in place in all schools, all the time.
Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.
Number 6 applies in specific circumstances.
Response to any infection
7) engage with the NHS Test and Trace process
8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
9) contain any outbreak by following local health protection team advice
Numbers 7 to 9 must be followed in every case where they are relevant.

Warwickshire County Council requirements. It is not necessary for WCC to re-endorse risk assessments for LA schools as the process and the risk assessment tool are robust and have been endorsed by our legal advisers, so long as arrangements can positively answer all of the following questions:
Does it ensure that a health and safety check of the whole site is undertaken before reopening?
Does it ensure that all frequently touched surfaces, equipment, door handles and toilets used during the day are cleaned thoroughly each day (and preferably throughout the day)?
Does it ensure that soap and hot water is available in every toilet (and if possible in classrooms)?
Does it ensure availability of hand sanitiser stations, particularly at the school entrance, and replenishment of supplies?
Does it ensure availability of lidded bins in classroom and other key locations, with double bagging and regular emptying?
Will the school have a good supply of disposable tissues in each classroom?
Are you minimising group size to an appropriate level (most likely class size for Infant / Junior / Primary and year group size for Secondary)
Have you been able to reduce as far as is possible contact between different groups of children and adults on the school site, including parents and others involved in drop-off / pick-up?
Do you have arrangements for ensuring that staff are able to keep their distance from pupils as much as possible?
Do you have sufficient staff in key roles (including teaching and support staff, and particularly cleaners and caretaker) including statutory positions (Head or Deputy, Paediatric First Aider, DSL etc.)?
Are you doing what you can to reduce sharing of resources / equipment between different individuals and groups?

SUPPORTING GUIDANCE DOCUMENTS AND LINKS

The links below will take you to specific GOV.UK guidance which may be of use in understanding specific risks and how to control / mitigate them.

DfE guidance for opening schools
Actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction

DfE guidance for out of school settings
Protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak#equality

Travel to and from school:
Coronavirus (COVID-19): safer travel guidance for passengers
Closure of educational settings: information for parents & carers

Social distancing:
Guidance-for-full-opening-schools
Opening schools for more children and young people: initial planning framework for schools in England
Staying alert and social distancing after 4th July
Coronavirus (COVID-19): implementing protective measures in education and childcare settings
Working Safely during Coronavirus

Year end assessments:
Coronavirus (COVID-19): school and college accountability
Coronavirus (COVID-19): reducing burdens on educational and care settings

SRE changes:
Relationships education, relationships and sex education (RSE) and health education

Y11/Y13 assessments:
Awarding qualifications in summer 2020
Coronavirus (COVID-19): cancellation of GCSEs, AS and A levels in 2020
Ofqual consultation on awarding vocational and technical qualifications in summer 2020
Response from Chief Regulator, Ofqual about awarding results for GCSEs, AS and A levels in 2020,
Exceptional arrangements for exam grading and assessment in 2020
Awarding vocational and technical qualifications this summer
Direction issued to the Chief Regulator of Ofqual
How GCSEs, AS & A levels will be awarded in summer 2020

Online learning:
Coronavirus (COVID 19): online education resources
Safeguarding and remote education during coronavirus (COVID-19)
Remote education practice for schools during coronavirus (COVID-19)
Get technology support for children and schools during coronavirus (COVID-19)

Safeguarding
Coronavirus (COVID-19): safeguarding in schools, colleges and other providers
https://www.warwickshire.gov.uk/schoolhealthandwellbeing

Supporting home learning:
Safeguarding and remote education during coronavirus (COVID-19)
Remote education practice for schools during coronavirus (COVID-19)
Get technology support for children and schools during coronavirus (COVID-19)
Coronavirus (COVID 19): online education resources
Information, guidance and support for parents and carers of children who are learning at home
Warwickshire ICT development service

Underlying health conditions:
Guidance for young people on shielding and protecting people most likely to become unwell if they catch coronavirus

Special educational needs:
Help children with SEND continue their education during coronavirus (COVID-19)
Conducting a SEND risk assessment during the coronavirus outbreak
Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak
Education, health and care needs assessments and plans: guidance on temporary legislative changes relating to coronavirus (COVID-19)

Mental health and wellbeing
Warwickshire County Council mental health support

Bereavement:
WCC Counselling and bereavement services

Hand washing, coughing and sneezing:
Coronavirus (COVID-19): implementing protective measures in education and childcare settings
Public Health England Horrid Hands E-Bug Resources
Public Health England Horrid Hands E-Bug Resources

Hygiene and cleaning:
COVID-19: cleaning of non-healthcare settings

Possible COVID cases
Coronavirus (COVID-19): guidance for full opening

PPE:
Coronavirus (COVID-19): implementing protective measures in education and childcare settings

Educational trips - travel guidance
Coronavirus: travel guidance for educational settings

NQT Support:
Induction for newly qualified teachers during the coronavirus outbreak

Wrap around services:
Protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings

Deferred admissions into Reception:
School admissions: School starting age - GOV.UK

Ofsted inspection recommencement:
Ofsted: coronavirus (COVID-19) rolling update

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

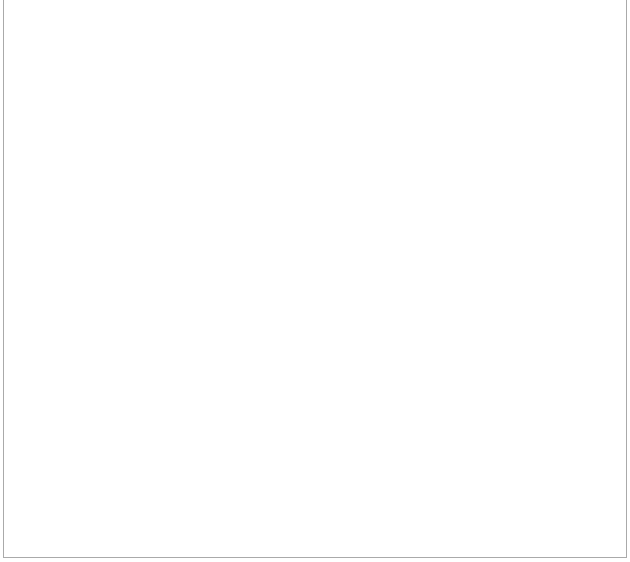
4	14	0	7.39 MEDIUM

Likelihood	3	5	10	0	0
Severity	3	1	10	4	0

Formulas Don't delete

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
Maintaining bubbles	Children and adults in close contact for longer than 15 minutes.	Greater exposure to covid 19	Bubbles of no more than 15. Two adults per bubble. Social Distancing in place currently 2m.	3 - Medium	4 - High	MEDIUM	Whole class bubbles of no more than 33 in place (this is the largest class size) Two adults in each room-maintaining two metre distancing from children where possible. All interventions to be delivered with the class group. Minimise the movement of adults between bubbles-where possible Bubbles to be kept apart at break times and lunchtimes. Children will be reminded of risk mitigations daily but will not be expected to socially distance within their bubble. PPA will mean two adults will need to move between bubbles. This will be kept to a minimum.	3 - Medium	3 - Medium	MEDIUM	Carl Thornton	Sept 2020			
Travel to and from school - Dedicated school transport	Children transported to and from school. Children and adults in the same bubble	Risk of spread of infection.	Liaise with bus and train companies if appropriate. • Liaise with LA school transport to ensure their advice is followed and they are compliant with social distancing guidance (walk or use car if this is an option).	2 - Low	3 - Medium	MEDIUM	• Liaise with LA school transport to ensure their advice is followed and they are compliant with social distancing guidance Work alongside LA and taxi company to ensure the approach to dedicated school transport aligns as far as possible with the principles underpinning the system of controls set out in the guidance and with the approach being adopted for your school. It is important to consider: -use of hand sanitiser upon boarding and/or disembarking -additional cleaning of vehicles -organised queuing and boarding where possible -distancing within vehicles wherever possible -the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet. Work closely with local authorities that have statutory responsibility for 'home to school transport'	2 - Low	3 - Medium	MEDIUM	Carl Thornton	Sept 2020			
Travel to and from school - Public transport	N/a	N/a	N/a				N/a	1 - Very low	1 - Very low	LOW					
Beginning of school day	Adults in class bubbles, parents and children	Risk of spread of infection due to large gatherings	• Pupils to come straight into school through a range of pre-determined entrances paying due care and attention to social distancing rules. • SLT staff on duty to control this-they will wear high vis jackets to be seen easier. • Pupils will go straight into school through a designated entrance. Parents are asked to drop off and leave straight away. • Staggered start times to avoid crowding-see organisation plan	3 - Medium	5 - Very high	HIGH	Staggered start and finish times in place so that bubbles can be kept apart both in the morning and afternoon-see organisational plan. Staggered start and finish times do not reduce the overall teaching time-see plan. Pupils to come straight into school through a range of pre-determined entrances - Staff on duty to control this -they will wear high vis jackets to be seen easier. Limit the gathering of pupils and/or parents on the playground. Communicate this to parents well in advance of September.	3 - Medium	3 - Medium	MEDIUM	Carl Thornton	Sept 2020			
Parents congregating at the gate (primary)	Adults in class bubbles, parents and children	Risk of spread of infection due to large gatherings	We stress with parents the government's message about social distancing. This will involve a letter to parents and the display of posters at gate. • Set out clear expectations for drop off / pick up-see organisational plan. • We will use a Leaflet for parents, social media campaign, advice and guidance on website making parents aware of the rationale for this.	3 - Medium	4 - High	MEDIUM	• Stress with parents the government's message about social distancing • Set out clear expectations for drop off / pick up • Leaflet for parents, social media campaign, advice and guidance on website making parents aware of the rationale for this.	3 - Medium	4 - High	MEDIUM	Carl Thornton	July 2020			
Cloakroom facilities	Adults in class bubbles, parents and children	Risk of spread of infection due to avoidable close proximity.	• Cloakroom facilities will be closed, the children bring into school to a coat and a packed lunch box. These will be kept with them in the classroom.	2 - Low	3 - Medium	MEDIUM	• Close cloakroom facilities or restrict access for a limited number of pupils at a time Encourage pupils to bring only essential items into school	2 - Low	3 - Medium	MEDIUM	Carl Thornton	Sept 2020			
Assemblies	Adults in class bubbles, parents and children	Risk of spread of infection due to large gatherings	Assemblies/collective worship carried out in bubbles	1 - Very low	1 - Very low	LOW	• assemblies to be broadcast into each classroom via Teams or Skype. Twice a week	1 - Very low	1 - Very low	LOW	Carl Thornton	Sept 2020			
Social distancing in classrooms	Adults in class bubbles, parents and children	Risk of spread of infection due to avoidable close proximity.	Bubbles maintained where possible No classes bigger than 15. Social distancing in classrooms obligatory . No sharing of resources• Advice and guidance for staff delivered through online training on how to maintain the required physical distance when speaking to pupils in the classroom • Staff observe the same rules as pupils when lining up and leading the class to another area of the school • Staff limit movement around the classroom (monitor from the front of the room) • Guidance delivered for all adults when pupils need help, eg to apply first aid. Limit contact-Full PPE will be provided if needed. If anyone in bubble shows symptoms, all of the bubble self isolate for 14 days-following guidance	3 - Medium	3 - Medium	MEDIUM	Bubbles maintained in classes of maximum of 33-as the is the largest class size. Best endeavours made for staff and pupils in bubbles to stay together as much as possible. Children in Key stage 1 and 2 will sit side by side, facing the same way. Children in the foundation stage will have a mixture of both in order to deliver the EYFS curriculum. Staff within the bubble to maintain 2m distancing where possible. Where staff need to move between classes and year groups, they should try to keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Adaptations to the classroom, which include, the removal of any unnecessary furniture will help to support distancing where possible.	3 - Medium	4 - High	MEDIUM	Class teachers	Sept 2020			
Lining-up	Adults in class bubbles, parents and children	Risk of spread of infection due to avoidable close proximity.	Avoid lining up but maintain 2m distancing if it is necessary.	2 - Low	2 - Low	LOW	• Educate pupils about social distancing when lining-up • Use floor markers for younger pupils if possible • Limit the need for lining-up [illegible]	2 - Low	3 - Medium	MEDIUM	Class teachers	Sept 2020			
Keeping pupils separate at lunchtime	Adults in class bubbles, parents and children	Risk of spread of infection due to avoidable close proximity.	Staggered lunchtimes. Bubbles in zones on playground.	3 - Medium	3 - Medium	MEDIUM	• Staggered lunchtimes/rotas to maintain 'bubbles'-see Covid organisational plan • social distancing guidance to be followed -additional supervision outside-necessary-all lunchtime supervisors based [illegible]	3 - Medium	4 - High	MEDIUM	Gill Higgins	Sept 2020			
Social distancing at breaktimes	Adults in class bubbles, parents and children	Risk of spread of infection due to avoidable close proximity.	Break time timetable to keep bubbles separate	2 - Low	3 - Medium	MEDIUM	• Staggered breaks for different year groups • Provide activities to encourage social distancing (eg Daily Mile, etc)	2 - Low	3 - Medium	MEDIUM	Class teachers	Sept 2020			
Social distancing - toilets	Adults in class bubbles, parents and children	Risk of spread of infection due to avoidable close proximity.	Toilets one in one out. Monitored by staff. Toilet cleaned regularly.	2 - Low	3 - Medium	MEDIUM	• Staff limit the number of pupils (eg one in, one out) this will be more difficult with larger groups.- see also Hygiene and cleaning requirements. - It is not necessary for bubbles to have different toilet facilities but additional cleaning might be needed.	3 - Medium	3 - Medium	MEDIUM	Class teachers	Sept 2020			
Staff safety - social distancing	Adults in class bubbles, parents and children	Risk of spread of infection due to avoidable close proximity.	Staff encouraged to maintain a 2m distancing. Staff meetings via Microsoft Teams. Staff room restricted to 3 people at any one time and for collection of drinks only.	3 - Medium	3 - Medium	MEDIUM	• All adults should make the best endeavours to maintain 2 metre distance from each other, and from children. • Use of staff room should be minimised-3 people at any one time, • staff to take their break outside where possible-the shared areas will be available when it is not possible. • Face-to-face staff meetings will only take place, in small groups, where absolutely necessary. If they do a 2m distance will be maintained and everyone will face the same way. • Regular briefings via e-mail. • Any meetings that can be will be held on line using Microsoft Teams.	3 - Medium	3 - Medium	MEDIUM	Carl Thornton	Sept 2020			
End of day procedures	Adults in class bubbles, parents and children	Risk of spread of infection due to avoidable close proximity.	Staggered exit times and localised entry points to avoid collections of adults and children. Parents asked to maintain social distancing.	3 - Medium	3 - Medium	MEDIUM	• Staggered times for exit at the end of the day • Parents to observe social distancing rules when waiting for their child • Leave the school grounds in a timely and orderly manner	3 - Medium	3 - Medium	MEDIUM	Carl Thornton	Sept 2020			
Social distancing - trips and events off site	Adults in class bubbles, parents and children	Risk of spread of infection due to avoidable close proximity.	No off site events.	1 - Very low	1 - Very low	LOW	• Cancel all off-site events including swimming sessions, school trips and local visits. Once social distancing allows, reinstate trips. Risk assessments for visits must include COVID-19 requirements and explain how bubbles will be maintained.	3 - Medium	4 - High	MEDIUM	Carl Thornton	Sept 2020			
Social distancing if parents are in school	Adults in class bubbles, parents and children	Risk of spread of infection due to avoidable close proximity.	No parents allowed into the school building unless absolutely necessary	2 - Low	2 - Low	LOW	• Cancel parents' evening and special assemblies/concerts • Arrange new parents meetings online	1 - Very low	1 - Very low	LOW	Carl Thornton	Sept 2020			
Close proximity of staff and pupils	Adults in class bubbles, parents and children	Risk of spread of infection due to avoidable close proximity.	Advice and guidance for staff delivered through online training on how to maintain the required physical distance when speaking to pupils in the classroom	2 - Low	3 - Medium	MEDIUM	Adults strongly advised to maintain 2 metre distance from each other, and from children. (This is based on Best Endeavours as we know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help). • Adults should avoid close face to face contact and minimise time spent within 1 metre of anyone. (Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal").	3 - Medium	3 - Medium	MEDIUM	Carl Thornton	Sept 2020			
Visitors to school	Adults in class bubbles, parents and children	Risk of spread of infection due to avoidable close proximity.	• All but essential visitors to school will be asked not to come into school. we will 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, including, use of PPE, Contractors will only have access on site when pupils are not in school.	2 - Low	2 - Low	LOW	• Limit all but essential visitors to school and do not allow any visitors into school if they are displaying COVID symptoms. • Produce clear guidance for any contractors if they have to make essential site visits. Essential maintenance should be accommodated wherever possible and where social distancing can be observed. **See joint statement from WCC education and property services teams. See also 'Building work and logistics'.**	2 - Low	2 - Low	LOW	Carl Thornton	Sept 2020			

END OF TABLE - DO NOT ENTER INFO BELOW HERE



SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

2 - Quality of Education

NOTES

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RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
3	12	0	9.00 MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
3	12	0	8.93 MEDIUM

RISK BREAKDOWN

CURRENT:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	2	1	12	0	0
Severity	2	1	5	7	0

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	4	11	0	0
Severity	0	3	6	6	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete: OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete: OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
How do we compensate for th	pupils/teachers/vulnerable	• Pupils will not meet end of ye	• Identify key component knowledge and skills within individual year groups and subjects areas (ie the non-negotiables) • Prioritise these when pupils return to school (if pupils return before the summer break, these gaps can start to be filled then, if not a period of time in the first half of the autumn term will need to be allocated to this before beginning the following year's planned curriculum) • Baseline pupils on re-entry in an efficient, timely manner, so as not to further delay teaching and learning • Take into account the online learning that pupils may have engaged in during the school closure (in some areas there may have been a high level of engagement and this should not be ignored) • Use pupil premium funding to provide disadvantaged pupils with more intensive/catch up support • Provide after-school catch-up clubs/holiday clubs if possible • Target those pupils with greatest need of additional support	3 - Medium	4 - High	MEDIUM	• Identify key component knowledge and skills within individual year groups and subjects areas (ie the non-negotiables) • Prioritise these when pupils return to school in the first half of the autumn term. • Baseline pupils on re-entry using NFER in an efficient, timely manner, so as not to further delay teaching and learning. Be mindful of pupils' mental health and wellbeing when delivering the tests. • Take into account the online learning that pupils may have engaged in during the school closure (in some areas there may have been a high level of engagement and this should not be ignored) • Use pupil premium and catch-up funding to provide disadvantaged pupils with more intensive catch up support • Provide after-school catch-up clubs/holiday clubs if possible • Target those pupils with greatest need of additional support	3 - Medium	4 - High	MEDIUM	...ly Atkinson/ Matt Rid...	Sept 2020			
Covering the full range of subjects - staff moving from class to class, peripatetic teachers, supply staff	pupils/teachers/vulnerable groups	Contamination of bubbles.		3 - Medium	3 - Medium	MEDIUM	...teachers and/or other temporary staff can move between schools, will limit this as much as possible until it is deemed safe. Any visitors in this category should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Staff who visit more than one setting should ensure they are...	3 - Medium	3 - Medium	MEDIUM	Carl Thornton	Sept 2020			
Preparations for the changes to SRE that come into effect in September 2020	Teachers	• teacher are not equipped to deliver the curriculum	• The introduction of the new SRE requirements may need to be delayed and put on the school's improvement plan • Set up online meetings and surveys to communicate with parents	3 - Medium	4 - High	MEDIUM	Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the **start of the summer term 2021.**	2 - Low	2 - Low	LOW	Tracy Jeffcote	Jan 21			
Online or home learning may need to continue for some pupils, running alongside return to school for other pupils. Plan this for contingency if a second wave or a local outbreak of COVID necessitates school closure.	Pupils, parents and teachers.	• teacher workload becomes unmanageable • pupils who are not in school are at a disadvantage • negative effect on mental health and wellbeing	• Make sure teacher workload is managed well • Plan a bridging unit that pupils in school and at home could all work on at the same time	3 - Medium	3 - Medium	MEDIUM	• Make sure teacher workload is managed well • Plan a bridging unit that pupils in school and at home could all work on at the same time - consider guidance such as the EEF rapid evidence review of remote learning **Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. In developing these contingency plans, we expect schools to follow the detailed expectations set out in 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.**	3 - Medium	3 - Medium	MEDIUM	Graham Langdon/Emily Atkinson/Matt Ridge	Sept 2020			
Curriculum adaptations	Pupils	Pupils not accessing full curriculum.	Curriculum is based on a mixture of childcare and learning. Topic areas have not been taught. heavy emphasis on reading and number, alongside art and smsc.	3 - Medium	3 - Medium	MEDIUM	Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021. Schools may consider it appropriate to suspend some subjects for some **pupils in exceptional circumstances.** Schools should be able to show that this is in the best interests of these pupils and be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.	3 - Medium	3 - Medium	MEDIUM	Kate Harvey	Sept 2020			
Addressing the needs of all children	Pupils	Send children not accessing learning	Currently providing differentiated remote learning	3 - Medium	4 - High	MEDIUM	Plan on the basis of the educational needs of pupils - Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.	3 - Medium	4 - High	MEDIUM	Kate Harvey/Molly Leach	Sept 2020			
Remote learning	Pupils and parents	Children not able to access this	Currently providing remote learning for children at home. ICT equipment lent to home if needed	3 - Medium	3 - Medium	MEDIUM	Develop further remote education through subscription to Google Classroom, so that it is integrated into school curriculum planning. Slim down our offering to improve the quality. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.	3 - Medium	3 - Medium	MEDIUM	Graham Langdon/ Chris Utley/Carl Thornton	Sept 2020			ICTDS - reviews of home learning resources WCC ICT support for blended learning
Early Years	Children	Children falling behind	Not currently following Early Years Curriculum.	3 - Medium	4 - High	MEDIUM	For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.	3 - Medium	3 - Medium	MEDIUM	Kelly Turner	Sept 2020			
Key stage 1 & 2	children	Missing parts of the curriculum	Currently providing a revision curriculum based on reading and number skills.	3 - Medium	4 - High	MEDIUM	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. 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.	3 - Medium	4 - High	MEDIUM	Kate Harvey/Emily Atkinson /Matt Ridge/Graham Langdon	Sept 2020			
Specific subjects where the risk of passing on any infection could be higher - music	Children and adults in group	Virus spreading	Not currently in place	2 - Low	2 - Low	LOW	We are aware that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. Therefore this is temporarily stopped until safe to resume. This applies even if individuals are at a distance. When music lessons resume (not before October 5th 2020) we will ensure physical distancing and playing outside wherever possible, Group sizes will be limited to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Further more detailed DfE guidance will be published shortly.	3 - Medium	4 - High	MEDIUM	Graham Langdon	October 2020			
Specific subjects where the risk of passing on any infection could be higher - sport	Pupils and teachers	Virus spreading	PE limited to activities with minimal equipment 2m distancing in place.	3 - Medium	3 - Medium	MEDIUM	Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. For St. Paul's this means: Pupils will be kept in consistent groups, Sports equipment will be allocated to each bubble. After use it will be thoroughly cleaned, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. Any Gymnastics equipment used in the hall will need to be thoroughly cleaned before the next group. Swimming activities will not be reconvened until safe to do so. We will seek guidance on the phased return of sport and recreation and guidance from Sport England for grass root sport. We will seek advice from organisations such as the Association for Physical Education and the Youth Sport Trust. We will work with external coaches, clubs and organisations for curricular and extra-curricular activities where we are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures. Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.	2 - Low	4 - High	MEDIUM	Darcy Evans	Sept 2020			
Catch up	Vulnerable pupils	Risk of falling behind due to lack of support at home	Most vulnerable pupils in school at this time	3 - Medium	4 - High	MEDIUM	Schools will receive catch up funding - exact allocations to be decided. Schools can use this funding as they see fit to support pupils' catch up. Alongside this, the DFE National Tutoring Programme which will deliver 1 tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening. The evidence shows that tutoring is an effective way to accelerate learning, and we therefore believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted.	3 - Medium	3 - Medium	MEDIUM	Kate Harvey/Molly Leach	Sept 2020			
Ofsted inspections	School adults	N/a	N/a	1 - Very low	1 - Very low	LOW	For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in this document, and will not result in a judgement. A brief letter will be published following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public. In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding. It is anticipated that Ofsted inspections will begin again in January 2021, however this may be revised.	2 - Low	2 - Low	LOW	Carl Thornton	Sept 2020			
Statutory Assessments	All pupils	Children unable to access statutory assessments due to not accessing full curriculum	N?a at this time. Plan in place for September.	3 - Medium	4 - High	MEDIUM	Statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:- the phonics screening check - key stage 1 tests and teacher assessment - the Year 4 multiplication tables check - key stage 2 tests and teacher assessment - statutory trialling. The statutory rollout of the reception baseline assessment has been postponed until September 2021.	3 - Medium	4 - High	MEDIUM	Carl Thornton/Graham Langdon	Sept 2020			
Accountability	Teachers and pupils in YR, Y1, Y2, Y4 and Y6	Children	N?a	1 - Very low	1 - Very low	LOW	Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. The Department for Education will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at coronavirus (COVID-19): school and college accountability.	2 - Low	2 - Low	LOW	Carl Thornton	Sept 2020			
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3 - Safeguarding

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

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
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- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	5	0	12.00 MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	5	0	10.40 MEDIUM

RISK BREAKDOWN

CURRENT:

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

FUTURE:

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL CURRENT RISK level 1 - 25 (fills automatically) (Formulas Don't delete)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL FUTURE RISK level 1 - 25 (fills automatically) (Formulas Don't delete)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
School staff are not aware of t	pupil concerned	lack of vigilance leading to furth	• DSLs maintain contact with social workers/keyworkers of pupils with CP Plans, CIN Plans and Early Help Plans • Any developments during lockdown are recorded on the system • Ensure that school information is up-to-date – safeguarding leads at LAs to send DSLs information in relation to new referrals as a matter of urgency • Ensure any guidance issued re safeguarding is followed	3 - Medium	4 - High	MEDIUM	• DSLs maintain contact with social workers/keyworkers of pupils with CP Plans, CIN Plans and Early Help Plans • Any developments during lockdown are recorded on the system • Ensure that school information is up-to-date – safeguarding leads at LAs to send DSLs information in relation to new referrals as a matter of urgency • Ensure any guidance issued re safeguarding is followed	2 - Low	4 - High	MEDIUM	Carl Thornton	Sept 2020			
Pupils may have suffered form	pupil concerned	Abuse	• 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) • Maintain capacity on the pastoral team - there may be a spike in disclosures when pupils return	3 - Medium	4 - High	MEDIUM	• 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	2 - Low	4 - High	MEDIUM	ate Harvey/Tracy Jeffco	Sept 2020			
Attendance	pupil concerned		• Talk to parents about the reasons for not attending. • Provide information to parents about how the curriculum will be adapted if necessary to address pupils' needs post-COVID -19. • Alert the local authority and the WRS team.	3 - Medium	4 - High	MEDIUM	School attendance will be mandatory again from the beginning of the autumn term. Communicate with parents well in advance. Contact LA, following normal procedures if any pupil's absence becomes a concern.	3 - Medium	4 - High	MEDIUM	Carl Thornton	Sept 2020			
Shielding pupils	pupil concerned	Missing out on learning. At greater risk especially if school is a protective factor.	Pupils considered vulnerable are either in school or we are in close contact.	3 - Medium	4 - High	MEDIUM	Where children fail to attend school as parents are following clinical and/or public health advice, absence will not be penalised. If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).	3 - Medium	4 - High	MEDIUM	Carl Thornton/Lynn Knight	Sept 2020			
DSL capacity to cover potential increase in demand	pupil concerned	DSLs over worked. School missing important and serious cases.	A number of DSLs in school. Learning Mentor following up with parents.	3 - Medium	4 - High	MEDIUM	Our Designated safeguarding leads will 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.	3 - Medium	4 - High	MEDIUM	DSLs	Sept 2020			

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4 - Pupils with SEND (including medical needs)

NOTES

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

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	5	3	12.13 HIGH

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	7	1	11.25 MEDIUM

RISK BREAKDOWN

CURRENT:

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

FUTURE:

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
Pupils with underlying health	pupils	By contracting Covid 19	• Seek medical guidance for pupils with serious under-lying health conditions, recommend to parents that the child 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)	3 - Medium	5 - Very high	HIGH	• 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)	3 - Medium	5 - Very high	HIGH	lly Leach/Christine Al	Sept 2020			
Staff with under-lying health	Adults	By contracting Covid 19	• Seek medical guidance that may recommend that the staff member rem	3 - Medium	5 - Very high	HIGH	• Seek medical guidance that may recommend that the staff member	3 - Medium	4 - High	MEDIUM	Leah Glenn	Sept 2020			
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	Pupils and adults	By contracting Covid 19 or pas	• Risk assessments to be updated to reflect the additional measures that	4 - High	4 - High	HIGH	• Risk assessments to be updated to reflect the additional measures t	3 - Medium	4 - High	MEDIUM	Leah Glenn	July 2020			
Sudden announcement of a r	Pupils and adults	By contracting Covid 19 or pas	• Parents have had advance notice of start date, they can prepare their ch	3 - Medium	4 - High	MEDIUM	• Ensure parents have advance notice of start date, so that they can p	3 - Medium	4 - High	MEDIUM	Carl Thornton	July 2020			
LA organised transport to and	Pupils	By contracting Covid 19 or pas	Not applicable	3 - Medium	3 - Medium	MEDIUM	see logistics	3 - Medium	3 - Medium	MEDIUM					
Work towards individual SEN	All pupils on the Send Regi	Most pupils will have slipped b	• Timely assessment of pupils linked to their specific targets on return to	3 - Medium	4 - High	MEDIUM	• Timely assessment of pupils linked to their specific targets on retur	3 - Medium	4 - High	MEDIUM	Graham Longdon	Sept 2020			
Medicines in school may beco	Pupils taking the medicine	Not having the appropriate med	• An appointed member of staff (possible admin staff) to check all medic	3 - Medium	4 - High	MEDIUM	• An appointed member of staff (possible admin staff) to check all m	3 - Medium	4 - High	MEDIUM	Diane Lomas	Sept 2020			National guidance – Public health; local guidance – school nurse service.
Shielding pupils	Pupils	Risk of falling further behind	None at the minute	2 - Low	3 - Medium	MEDIUM	Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity.	2 - Low	3 - Medium	MEDIUM	Carl Thornton	Sept 2020			

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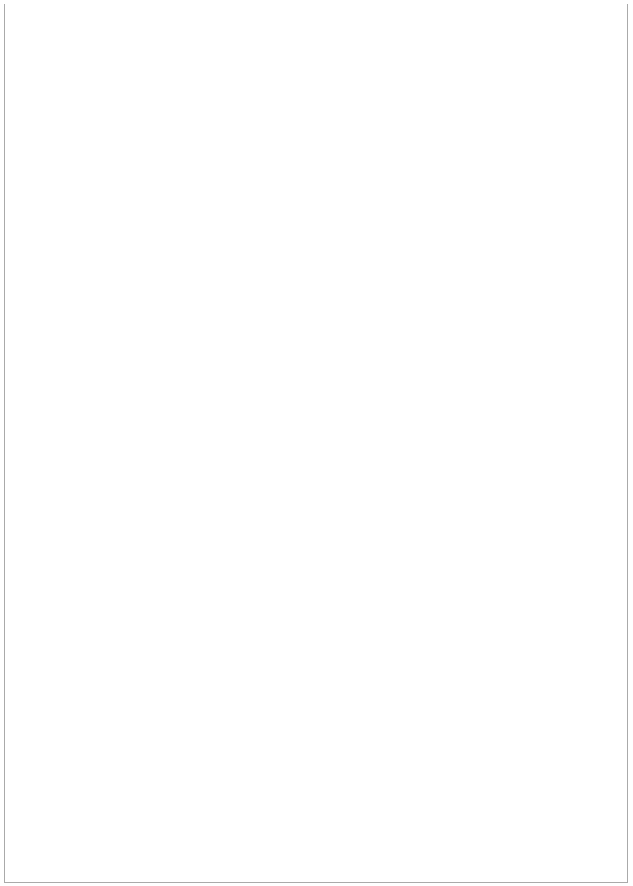

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5 - Emotional and Behavioural Considerations

NOTES

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RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	7	0	8.43 MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	7	0	9.43 MEDIUM

RISK BREAKDOWN

CURRENT:

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

FUTURE:

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

Formulas Don't delete

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
Some pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)	Pupils	anxiety about contracting COVID 19 unable to cope with class situation	• Prior to opening, encourage parents to share any significant information about their child with the school (via e-mail/telephone if possible) • Provide in-school support and a named person (someone the pupil is close to) to support the pupil when they need it. • If required, access specialist support for the pupil, and if need be their family	3 - Medium	3 - Medium	MEDIUM	• Prior to opening, encourage parents to share any significant information about their child with the school (via e-mail/telephone if possible) • Provide in-school support and a named person (someone the pupil is close to) to support the pupil when they need it. • If required, access specialist support for the pupil, and if need be their family **We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.**	3 - Medium	3 - Medium	MEDIUM	Carl Thornton	July 2020			
Pupils with social and emotional difficulties may struggle with managing their behaviour when returning to school and the routines of school life (particularly pupils who attend PRUs)	Pupils and adults caring for them	contact with others, requiring restraint, self harm, injuring others, absconding from site,	• 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)	3 - Medium	3 - Medium	MEDIUM	• Ensure that these pupils are closely monitored and provided with the relevant support to help them to manage their emotions (ie prevention is better than cure) **It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.**	3 - Medium	3 - Medium	MEDIUM	Carl Thornton	Sept 2020			
Some pupils may be more vulnerable to exclusion. Your behaviour policy may need to be reviewed to reflect the additional support needs of your pupils?	Pupils	not in education, stressful home situation	• Identify the particular pupils who could be vulnerable to exclusion. • Facilitate a phased return to meet their needs. • Review your behaviour policy to reflect the additional support you might be providing.	4 - High	2 - Low	MEDIUM	• Identify the particular pupils who could be vulnerable to exclusion. • Facilitate a phased return to meet their needs. • Behaviour policy has been reviewed to reflect the additional support we might be providing. **The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.**	3 - Medium	3 - Medium	MEDIUM	Carl Thornton	July 2020			
EY children may struggle with	Pupils and adults carin	anxiety about separation from	• Liaise with parents prior to the start date so that parents can prepare th	3 - Medium	2 - Low	MEDIUM	• Liaise with parents prior to the start date so that parents can prepa	3 - Medium	3 - Medium	MEDIUM	Carl Thornton	Aug 20			
Some pupils will not have had	Pupils and all adults ca	anxiety about separation from	• Plan some social 'catching up' time for pupils and their friends that als	3 - Medium	2 - Low	MEDIUM	• Plan some social "catching up" time for pupils and their friends tha	3 - Medium	3 - Medium	MEDIUM	Carl Thornton	Sept 2020			
Some parents may be relucta	Families, parents, pupil	anxiety about contact or close	• Reassure parents of the social distancing strategies that are being followed in school and the social, emotional and academic benefits associated with their child being back in school • Provide extra capacity to the attendance team/family support workers, so that they can work with and support relevant families to get their pupils back into school	4 - High	3 - Medium	MEDIUM	• Reassure parents of the social distancing strategies that are being followed in school and the social, emotional and academic benefits associated with their child being back in school • Provide extra capacity to the attendance team/family support workers, so that they can work with and support relevant families to get their pupils back into school	3 - Medium	3 - Medium	MEDIUM	Carl Thornton	August 2020			National guidance Local – Leaflet for parents with consistent messages on social distancing.
Support for emotional wellbeing	Pupils and staff	Emotional wellbeing deteriorating	• 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)	3 - Medium	3 - Medium	MEDIUM	Pastoral and extra-curricular activities will be provided to all pupils designed to: - support the rebuilding of friendships and social engagement - address and equip pupils to respond to issues linked to coronavirus (COVID-19) - support pupils with approaches to improving their physical and mental wellbeing. We will also provide more focused pastoral support, through our learning mentor, where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement. Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including: - support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues - support for pupils with additional and complex health needs - supporting vulnerable children and keeping children safe. We will need to work closely with the school nursing team to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.	3 - Medium	4 - High	MEDIUM	Mary Lomax/ Christine Allen/Molly Leach	Sept 2020			

END OF TABLE - DO NOT ENTER INFO BELOW HERE

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment
Version 1
1 - Planning + Phase Group and Health & Safety

Reset Recovery Renew

NOTES

- Phase Leaders/Risk Owners/Action Managers are to ensure Health & Safety are part of any discussions and that risks/actions are managed in line with this system
- All Covid Safety Risks to be known to HSE as those are Reportable
- All Covid staff Issues (Positive Cases and Close Contact)
- All Covid actions (e.g. PPE/Cleaning/Hygiene) by Facilities/ JAT Re-Opes
- All Covid Risks to be recorded on Risk Assessments and Reviewed (Weekly)
- All Covid Risk Assessments to be in a form of risk and/or risk issues to be verified by HR/Planning/Governance
- Risk Assessments are to be signed off and Risks Issues of HSE Call Out and Risk Matrix/Severity scores
- Covid Questionnaire/ongoing monitoring/ surveys

RISK OVERALL

CURRENT			
Low (1-4)	Medium (5-9)	High (10-16)	OVERALL RISK MEDIUM
1	4	0	

TARGET			
Low (1-4)	Medium (5-9)	High (10-16)	OVERALL RISK MEDIUM
10	0	0	

RISK IMPLEMENTATION

CURRENT				
Likelihood/ Severity	Low (1-4)	Medium (5-9)	High (10-16)	V. High (20-25)
Low (1-4)	0	0	0	0
Medium (5-9)	0	1	0	0
High (10-16)	0	0	0	0
V. High (20-25)	0	0	0	0

TARGET				
Likelihood/ Severity	Low (1-4)	Medium (5-9)	High (10-16)	V. High (20-25)
Low (1-4)	1	0	0	0
Medium (5-9)	0	0	0	0
High (10-16)	0	0	0	0
V. High (20-25)	0	0	0	0

Risk Area / Challenge	What must I do to Mitigate	Who will Mitigate (Assign to Person)	Where	Mitigation Actions (Control Measures - Already in Place)	Risk Rating (Current) Pre-Mitigation	Risk Rating (Target) Post-Mitigation	Mitigation Actions (Control Measures - Further Actions Needed to Mitigate Risk)	Risk Rating (Current) Pre-Mitigation	Risk Rating (Target) Post-Mitigation	Risk Owner	Actioned by Date (Mitigation Met)	Risk Closed (Mitigation Met)	Comments / Notes	Guidance Documents/Evidence / Documents/Learning/Support
Site Cleaning regime Standard	Facilities and Site Leaders	Schools who are Covid Secure	Schools who are Covid Secure	Cleaning regime and Material Assigned (Vacuums, Cleaning Kits)	1 - Likely	1 - Likely	Ensure Supply and Material Stock gets Filled, which The Schools Do	1 - Likely	1 - Likely	MEDIUM	Site Leaders	ongoing		Weekly guidance Email - Facilities Provide gel
Where social distance is not possible	Facilities and Site Leaders	Schools who are Covid Secure	Schools who are Covid Secure	Cleaning regime and Material Assigned (Vacuums, Cleaning Kits)	1 - Likely	1 - Likely	Schools provide do already, also also Facilities and supply and do this	1 - Likely	1 - Likely	MEDIUM	Site Leaders	ongoing		Weekly guidance Email - Facilities Provide gel, Messages, Regular Communications with Schools
Mapping the school Spaces to Ensure Social Distancing Signs in Each of these Areas	Facilities and Site Leaders Facilities and Site Leaders	Schools who are Covid Secure Schools who are Covid Secure	Schools who are Covid Secure Schools who are Covid Secure	Completed and using Risk Assessment Template (i.e. Temp Signs, Tape, Cones, Barriers, Floor Markings, Arrows, Directional Signs, Posters, Leaflets, Verbal Briefings, Staff Meetings, Assemblies, Parent Forums (Zoom), Social Media, Web, and Face to Face Meetings)	1 - Likely	1 - Likely	Identified as Areas where congestion/ problems, and Area Managers Meeting to Discuss Solutions Meeting - Agenda Items Meeting - Facilities Leaders Agenda Items to be Covered (e.g. Cleaning Schedule and Materials) Meeting - Phase Leaders Agenda Items to be Covered, Attend Areas that are used by different Groups and Year Groups Meeting - Phase Leaders Agenda Items to be Covered, Attend Areas that are used by different groups and Year Groups and Discuss Solutions to Ensure Social Distancing is Maintained, Ensure Areas are Clearly Signed, Leaflets and Letters Sent Home to Parents/Carers, Social Media Posts, Website Updates, Parent Forums (Zoom), Assemblies (Face to Face and Zoom), Staff Meetings and Briefings to Ensure Social Distancing is Maintained, Ensure Areas are Clearly Signed, Leaflets and Letters Sent Home to Parents/Carers, Social Media Posts, Website Updates, Parent Forums (Zoom), Assemblies (Face to Face and Zoom), Staff Meetings and Briefings to Ensure Social Distancing is Maintained	1 - Likely	1 - Likely	MEDIUM	Site Leaders	ongoing		Weekly guidance Email - Facilities Provide, Messages, Regular Communications with Schools
What PPE do we and Supply	Facilities and Site Leaders	Schools who are Covid Secure	Schools who are Covid Secure	Supplies of Identified PPE to Ensure Full Levels of Supplies are Maintained	1 - Low	1 - Likely	Ensure Supply Levels are Maintained Ensure Staff are Aware of Supplies and Where to Access Them Ensure Staff are Aware of Supplies and Where to Access Them, Ensure Staff are Aware of Correct Use of PPE	1 - Low	1 - Likely	LOW	Site Leaders	April 2020		Weekly guidance Email daily guidance
Keep our vulnerable Families Safe but Still Provide Support to Ensure Children are Safe and Supported (Family Liaison Officers)	Facilities and Site Leaders Safeguarding Leads and Family Liaison Officers	Schools who are Covid Secure	Schools who are Covid Secure	Safeguarding Systems are in Place for our Vulnerable Groups of Children Safeguarding Systems are in Place for our Vulnerable Groups of Children, Ensure Regular Contact is Maintained with Parents/Carers	1 - Likely	1 - Likely	Ensure Safeguarding Systems are Updated and Reviewed to Take Account of Changes Relevant to Phase Groups, eg. Additional Staff to Support Vulnerable Children, Ensure Regular Contact is Maintained with Parents/Carers Ensure Safeguarding Systems are Updated and Reviewed to Take Account of Changes Relevant to Phase Groups, eg. Additional Staff to Support Vulnerable Children, Ensure Regular Contact is Maintained with Parents/Carers, Ensure Vulnerable Children are Identified and Offered Face to Face Support Where Required, Ensure Vulnerable Children are Identified and Offered Face to Face Support Where Required, Ensure Parents/Carers are Aware of Support Available and How to Access It, Ensure Parents/Carers are Aware of Support Available and How to Access It	1 - Likely	1 - Likely	MEDIUM	Site Phase Leads / Safeguarding Leads	ongoing		
Mass Gatherings					1 - Likely	1 - Likely	Ensure Mass Gatherings are Avoided, Ensure Staff are Aware of Mass Gatherings and Where Possible Follow Steps Ensuring Social Distancing is Maintained, Ensure Mass Gatherings are Avoided, Ensure Staff are Aware of Mass Gatherings and Where Possible Follow Steps Ensuring Social Distancing is Maintained, Ensure Parents/Carers are Aware of Mass Gatherings and Where Possible Follow Steps Ensuring Social Distancing is Maintained	1 - Likely	1 - Likely	MEDIUM	Site Leaders	April 2020		
Wraparound Care					1 - Low	1 - Likely	Ensure Wraparound Care is Provided in Line with Government Guidance, Ensure Wraparound Care is Provided in Line with Government Guidance, Ensure Staff are Aware of Wraparound Care Arrangements and Where Possible Follow Steps Ensuring Social Distancing is Maintained, Ensure Parents/Carers are Aware of Wraparound Care Arrangements and Where Possible Follow Steps Ensuring Social Distancing is Maintained	1 - Low	1 - Likely	MEDIUM	Site Leaders, Phase Leads, Safeguarding Leads	ongoing		

ADD OPTIONAL - DISTRICT NOTES BACKLOG BELOW HERE

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

7 - Possible COVID-19 Cases

NOTES

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

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	2	6	13.50 HIGH

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	9	0	9.89 MEDIUM

RISK BREAKDOWN

CURRENT:

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

FUTURE:

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete: OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete: OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
Pupil begins to show sympto	All pupils and adults in con	Infection spreads	• All pupils and adults in "Bubble" will be asked to self isolate for 14 days • All adults and pupils in Bubble will be required to have a test if possible • Parents of all other children will be informed (similar system to	3 - Medium	5 - Very high	HIGH	• Pupil isolated and sent home as soon as possible	2 - Low	5 - Very high	MEDIUM	Carl Thornton	Sept 2020			National guidance
Use of PPE in school if pupils	Pupils and staff	Pupils and staff	PPE purchased and instructions for when and how to use delivered to st	2 - Low	3 - Medium	MEDIUM	• Research where PPE can be purchased and provide stocks for individual schools based on the number of pupils who attend • 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	3 - Medium	3 - Medium	MEDIUM	Leah Glenn	May 2020			National guidance Local authority procurement might be an option?
Member of staff begins to sho	All pupils and adults in con	Infection spreads	• Member of staff isolated and sent home and encouraged to use the DfE	3 - Medium	5 - Very high	HIGH	• Member of staff isolated and sent home and encouraged to use the	2 - Low	4 - High	MEDIUM	Carl Thornton	Sept 2020			National guidance
Staffing shortages as a result o	All pupils and adults in con	Health and Safety risk due to la	and/or temperature) should ensure that only staff with COVID-19 symptoms are absent • Cover internally where possible to reduce the risk of bringing the infection into the school. This may be preferable to bringing in supply staff who will not be aware of the social distancing rules that are in operation If a "Bubble" cannot be staffed due to lack of personnel the "Bubble" will need to be closed until staff	3 - Medium	5 - Very high	HIGH	and/or temperature) should ensure that only staff with COVID-19 symptoms are absent • Cover internally where possible to reduce the risk of bringing the infection into the school. This may be preferable to bringing in supply staff who will not be aware of the social distancing rules that are in operation	2 - Low	5 - Very high	MEDIUM	Carl Thornton	Sept 2020			National guidance
Test and Trace	Pupils and adults	Catching and spread the virus	We currently recommend that anyone with symptoms gets a test.	3 - Medium	4 - High	MEDIUM	should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.	3 - Medium	4 - High	MEDIUM	Carl Thornton	Sept 2020			
What to do if anyone shows symptoms of Coronavirus.	Pupils and adults	Spread of virus	IF A PUPIL: • Pupil isolated and sent home as soon as possible • All pupils and adults in "Bubble" will be asked to self isolate for 14 days • All adults and pupils in Bubble will be required to have a test if possible • Parents of all other children will be informed (similar system to headlice alerts) so they can be extra vigilant with their monitoring IF AN ADULT: • Member of staff isolated and sent home and encouraged to use the DfE website to arrange a test (may then be able to return to work if negative) • All pupils and adults in "Bubble" will be asked to self isolate for 14 days	3 - Medium	5 - Very high	HIGH	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 - work with schools in this situation to guide them through the actions they need to take. - provide definitive advice on who must be sent home. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. See guidance for definition of close contact. Schools should keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless	2 - Low	5 - Very high	MEDIUM	Carl Thornton	Sept 2020			
Multiple suspected cases or increased absence	Pupils and adults	Potential wider spread of virus	days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore	3 - Medium	5 - Very high	HIGH	overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not	2 - Low	5 - Very high	MEDIUM	Carl Thornton	Sept 2020			
What if an outbreak occurs?	Pupils and adults	Virus spreads into community	support. In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class,	3 - Medium	5 - Very high	HIGH	support. In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole	2 - Low	5 - Very high	MEDIUM	Carl Thornton	Sept 2020			
Outbreak in local area							If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. As above, follow local Public Health England guidance. In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.	2 - Low	5 - Very high	MEDIUM	Carl Thornton	Sept 2020			

END OF TABLE - DO NOT ENTER INFO BELOW HERE

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment
Version 1
By Parent/Carer

Reset | Recovery | Resilience

NOTES

- Please complete all risk / risk reduction and suggestions only. Please maintain options for your setting
- Risk Assessment to be reviewed and updated as and when required / needed
- Risk to all Adults, Risk to Volunteers in the workforce, Risk to Pupils, Risk to Parents
- Risk to staff / visitors from Parents / carers not to be in school
- Risk to and from any children/ adolescents / families off the Estate
- Risk to and from any children/ adolescents / families on the Estate (Bikes)
- Risk Should Risk emerge and settle, a record of what could / not have occurred (All Recording)
- Mitigating actions
- Risk Assessment to be reviewed and updated as and when required / needed and Risk Assessment / Learning / actions
- Current Government and Local guidance

RISK OVERALL

CURRENT

Risk Level - Low	Risk Level - Med	Risk Level - High	OVERALL RISK
22	5	0	Low Risk Maintained

ACTIONS

Risk Level - Low	Risk Level - Med	Risk Level - High	OVERALL RISK
24	3	0	Low Risk MAINTAIN

RISK AMELIORATION

CURRENT

Likelihood / Severity	1 - Low	2 - Medium	3 - High	4 - Very High
4 - Very Likely	0	0	0	0
3 - Likely	0	5	0	0
2 - Unlikely	0	0	0	0
1 - Very Unlikely	0	0	0	0

ACTIONS

Likelihood / Severity	1 - Low	2 - Medium	3 - High	4 - Very High
4 - Very Likely	0	0	0	0
3 - Likely	0	0	0	0
2 - Unlikely	0	3	0	0
1 - Very Unlikely	0	0	0	0

Category of Risk / Risk Assessing Challenge	Who is at risk (Children / Adults)	Groups of Persons (please list Pictorial)	Risk	Controls in Place (Mitigations)	Risk Rating (Likelihood x Severity) - Current Risk	Risk Rating (Likelihood x Severity) - Actions	Further Controls Required (Actions) - Should a Control not be in place, what is required	Risk Rating (Likelihood x Severity) - Actions	Risk Rating (Likelihood x Severity) - Current Risk	Person(s) to be responsible for Actions (Name / Position)	Completion Date	Comments / Notes	Link to Risk Assessments / Documentation
Transition to school	Years FS2 to R, plus SEN	Staff and pupils	1. Risk to FS2 Parents not allowed into the school/Setting - no Parents / Carers allowed into the school/setting - Parents / Carers to drop off and collect from the gate - Parents / Carers not allowed into the school / Setting - Children to be brought to the gate by Parents / Carers and collected from the gate by Parents / Carers 2. Risk to Children not being familiar with the new routines in place due to the Covid-19 Pandemic 3. Risk to Children not being familiar with the new routines in place due to the Covid-19 Pandemic	1. Visitors	Visitors	04/01/2021	1. Phone calls between Class Teacher and Parents / Carers to discuss the routines in place due to the Covid-19 Pandemic - Class Teacher to provide Parents / Carers with a copy of the routines in place due to the Covid-19 Pandemic 2. Phone calls between Class Teacher and Parents / Carers to discuss the routines in place due to the Covid-19 Pandemic - Class Teacher to provide Parents / Carers with a copy of the routines in place due to the Covid-19 Pandemic 3. Phone calls between Class Teacher and Parents / Carers to discuss the routines in place due to the Covid-19 Pandemic - Class Teacher to provide Parents / Carers with a copy of the routines in place due to the Covid-19 Pandemic	1. Visitors	Visitors	04/01/2021	MRS Farrell	asap/2020		Parents/Visitors Guidance Document Meeting Whiteboard for parents - contact detail Letter Risk Assessment Letter and risk assessment Letter and risk assessment
Transition into Y1	Rising from a FS2 class to Y1	Staff and pupils	1. Risk to Y1 Parents not allowed into the school/Setting - no Parents / Carers allowed into the school/setting - Parents / Carers to drop off and collect from the gate - Parents / Carers not allowed into the school / Setting - Children to be brought to the gate by Parents / Carers and collected from the gate by Parents / Carers 2. Risk to Children not being familiar with the new routines in place due to the Covid-19 Pandemic 3. Risk to Children not being familiar with the new routines in place due to the Covid-19 Pandemic	1. Visitors	Visitors	04/01/2021	1. Phone calls between Class Teacher and Parents / Carers to discuss the routines in place due to the Covid-19 Pandemic - Class Teacher to provide Parents / Carers with a copy of the routines in place due to the Covid-19 Pandemic 2. Phone calls between Class Teacher and Parents / Carers to discuss the routines in place due to the Covid-19 Pandemic - Class Teacher to provide Parents / Carers with a copy of the routines in place due to the Covid-19 Pandemic 3. Phone calls between Class Teacher and Parents / Carers to discuss the routines in place due to the Covid-19 Pandemic - Class Teacher to provide Parents / Carers with a copy of the routines in place due to the Covid-19 Pandemic	1. Visitors	Visitors	04/01/2021	MRS Farrell	asap/2020		
Transition into other year groups	All other pupils	Staff and pupils	1. Risk to Parents not allowed into the school/Setting - no Parents / Carers allowed into the school/setting - Parents / Carers to drop off and collect from the gate - Parents / Carers not allowed into the school / Setting - Children to be brought to the gate by Parents / Carers and collected from the gate by Parents / Carers 2. Risk to Children not being familiar with the new routines in place due to the Covid-19 Pandemic 3. Risk to Children not being familiar with the new routines in place due to the Covid-19 Pandemic	1. Visitors	Visitors	04/01/2021	1. Phone calls between Class Teacher and Parents / Carers to discuss the routines in place due to the Covid-19 Pandemic - Class Teacher to provide Parents / Carers with a copy of the routines in place due to the Covid-19 Pandemic 2. Phone calls between Class Teacher and Parents / Carers to discuss the routines in place due to the Covid-19 Pandemic - Class Teacher to provide Parents / Carers with a copy of the routines in place due to the Covid-19 Pandemic 3. Phone calls between Class Teacher and Parents / Carers to discuss the routines in place due to the Covid-19 Pandemic - Class Teacher to provide Parents / Carers with a copy of the routines in place due to the Covid-19 Pandemic	1. Visitors	Visitors	04/01/2021	AT	asap/2020		
Transition Back / Belly Dot	Year Group who missed Belly Dot	Staff and pupils	1. Risk to Parents not allowed into the school/Setting - no Parents / Carers allowed into the school/setting - Parents / Carers to drop off and collect from the gate - Parents / Carers not allowed into the school / Setting - Children to be brought to the gate by Parents / Carers and collected from the gate by Parents / Carers 2. Risk to Children not being familiar with the new routines in place due to the Covid-19 Pandemic 3. Risk to Children not being familiar with the new routines in place due to the Covid-19 Pandemic	1. Visitors	Visitors	04/01/2021	1. Phone calls between Class Teacher and Parents / Carers to discuss the routines in place due to the Covid-19 Pandemic - Class Teacher to provide Parents / Carers with a copy of the routines in place due to the Covid-19 Pandemic 2. Phone calls between Class Teacher and Parents / Carers to discuss the routines in place due to the Covid-19 Pandemic - Class Teacher to provide Parents / Carers with a copy of the routines in place due to the Covid-19 Pandemic 3. Phone calls between Class Teacher and Parents / Carers to discuss the routines in place due to the Covid-19 Pandemic - Class Teacher to provide Parents / Carers with a copy of the routines in place due to the Covid-19 Pandemic	1. Visitors	Visitors	04/01/2021	Year Lead	asap/2020		
Transition into year 3/4 from KS1	Within the KS1 Cohort	Staff and pupils	1. Staff have not been briefed and signed to attend meetings to discuss the routines in place due to the Covid-19 Pandemic 2. Risk to Parents not allowed into the school/Setting - no Parents / Carers allowed into the school/setting - Parents / Carers to drop off and collect from the gate - Parents / Carers not allowed into the school / Setting - Children to be brought to the gate by Parents / Carers and collected from the gate by Parents / Carers 3. Risk to Children not being familiar with the new routines in place due to the Covid-19 Pandemic 4. Risk to Children not being familiar with the new routines in place due to the Covid-19 Pandemic	1. Visitors	Visitors	04/01/2021	1. Staff to be briefed and signed to attend meetings to discuss the routines in place due to the Covid-19 Pandemic 2. Phone calls between Class Teacher and Parents / Carers to discuss the routines in place due to the Covid-19 Pandemic - Class Teacher to provide Parents / Carers with a copy of the routines in place due to the Covid-19 Pandemic 3. Phone calls between Class Teacher and Parents / Carers to discuss the routines in place due to the Covid-19 Pandemic - Class Teacher to provide Parents / Carers with a copy of the routines in place due to the Covid-19 Pandemic 4. Phone calls between Class Teacher and Parents / Carers to discuss the routines in place due to the Covid-19 Pandemic - Class Teacher to provide Parents / Carers with a copy of the routines in place due to the Covid-19 Pandemic	1. Visitors	Visitors	04/01/2021	Mrs Farrell/Miss Hall	asap/2020		

END OF TABLE - DO NOT ENTER BEYOND LINE HERE

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment

Dr Pearson

NOTES

- Risks evaluated before Safer Schools Action Management plan (i.e. Prevent Harden) and after the plan starting
- Risk evaluation to be done in consultation with staff, parents, governors, pupils
- Risk to all students likely to be the same as risk to all those on the Vulnerable
- Risk to staff likely to be the same as risk to the student
- Risk to all staff who are CEV/Extremely Vulnerable/Over The Threshold: all the risks
- Risk to all staff who are Pregnant/Vulnerable/Over The Threshold: all the risks above
- Risk to those that are living in a home with someone who is CEV/Extremely Vulnerable/Over The Threshold: all the risks above
- Risk to those that are living in a home with someone who is pregnant: all the risks above
- Risk to those that are living in a home with someone who has a cough, high temperature or loss of taste/smell: all the risks above
- Risk to those that are living in a home with someone who has tested positive for COVID-19: all the risks above
- Risk to those that are living in a home with someone who is showing symptoms of COVID-19: all the risks above
- Risk to those that are living in a home with someone who is self-isolating: all the risks above

RISK: OVERALL

BEFORE

Very Likely	Likely	Unlikely	Very Unlikely
20	4	1	0

OVERALL RISK: Medium

AFTER

Very Likely	Likely	Unlikely	Very Unlikely
20	4	1	0

OVERALL RISK: MEDIUM

RISK: IMPLICATIONS

BEFORE

	Very Likely	Likely	Unlikely	Very Unlikely
Likelihood	5	5	5	5
Severity	4	4	4	4
	20	20	20	20

AFTER

	Very Likely	Likely	Unlikely	Very Unlikely
Likelihood	5	5	5	5
Severity	4	4	4	4
	20	20	20	20

Hazard (what is the Risk/Danger)	Who is at risk (Who is exposed to the Hazard)	Control Measures (What is in place to reduce the risk)	Evidence of the guidance that is applied to the risk	Risk Rating (Likelihood x Severity) - BEFORE Control Measures		Risk Rating (Likelihood x Severity) - AFTER Control Measures	Additional Control Measures (What else can be done to mitigate the risk)	Risk Rating (Likelihood x Severity) - BEFORE Control Measures		Risk Rating (Likelihood x Severity) - AFTER Control Measures	Person Responsible for the Control Measures	Date Control Measures Implemented	Review Date	Comments / Notes	Link to Risk Assessment or Documents/Plans used to Mitigate Risk
Closing Again for Whole School	All Staff	Budget Set Appropriately	Closing Schools Guidance and Meetings with Governors and Staff	4 - Likely	5 - Likely	**MEDIUM**	Good Closing Guidance to Manage and set Learning and Risk Appropriately	4 - Likely	5 - Likely	**MEDIUM**	Jude Ipsis	Dates			Good Close Budget Setting Governors Informed by SBM
Vulnerable Pupils Unable to Attend Regularly	Non Vulnerable Staff	Monitoring of Attendance Closely Every Day Ensure Parents Aware	Attendance Guidance	4 - Likely	5 - Likely	**MEDIUM**	Meet Every Day Monitoring, to Facilitate all Being Key to Ensuring Attendance	4 - Likely	5 - Likely	**MEDIUM**	Jude Ipsis / Agent Smith				
Vulnerable Learners Unable to Attend School	Vulnerable Staff/CEV Staff	Vulnerable Learners Learning Remotely and Invited to Attend Setting Where Possible	Vulnerable Learners Guidance, Consistent Communication with Parents, Risk Assessments, Consistent Learning Opportunities Provided	5 - Definite	5 - Likely	**MEDIUM**	Vulnerable Learners Guidance, Consistent Communication with Parents, Risk Assessments, Consistent Learning Opportunities Provided	5 - Definite	5 - Likely	**MEDIUM**	Dai Pearson	Agent Smith			
Unable to Close Lessons Due to Staff Absence	Whole Staff	Ensure There is Cover Arrangements in Place and Lessons are Carefully Planned and Delivered Online Where Possible	Cover Guidance	4 - Likely	5 - Likely	**MEDIUM**	Plan Online Lessons to Fall Back on Any Staff Being Unable to Attend	4 - Likely	5 - Likely	**MEDIUM**	Dai Pearson	Dates			

Risk: LIT TABLE - SCROLL TO TOP TO REVEAL FILTER

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

Review | Response | Recovery | Reform

Warwickshire County Council

10 - Building Work & Logistics

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
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- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
3	4	0	5.43 MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
2	5	0	8.29 MEDIUM

RISK BREAKDOWN

CURRENT:

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

FUTURE:

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
Accommodating staggered starts and finish times - Reduced public transport service / LA organised transport	Adults and children	Risk of spread of infection	Plan in place	3 - Medium	2 - Low	MEDIUM	• Liaise with LA-operated transport companies to ensure they have enough notice to restart their services safely, • Develop an action plan which identifies and assesses the risks and mitigations	2 - Low	2 - Low	LOW	Leah Glenn	Sept 2020			
Contractors on site/ building work and maintenance	All people on site	Risk of spread of infection	Contractors sign in using different book and follow schools guidelines	3 - Medium	1 - Very low	LOW	All visitors to the site, such as contractors, follow site guidance on physical distancing and hygiene. This will be explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all	3 - Medium	3 - Medium	MEDIUM	Leah Glenn	Sept 2020			
Catering providers	Pupils cooks and adults	No food	• Kitchen staff to put together provisional food orders based upon a range of hypothetical scenarios number of pupils returning at any given time, so that they can be processed as soon as an opening/partial opening is announced. School kitchens may need to provide packed lunches in the short term as we do not want to delay the opening of schools if at all possible	3 - Medium	3 - Medium	MEDIUM	The school kitchen will continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19).	3 - Medium	3 - Medium	MEDIUM	Leah Glenn	July 2020			Catering businesses guidance covid-19
Building adaptations	Pupils and adults	Risk of spread of infection	Risk assessment followed. One class has not been used.	3 - Medium	2 - Low	MEDIUM	Ventilation is important and we will look to improve ventilation, (for example, by opening windows). In Hazel classroom we will be using fans to circulate the air. This is under advice from WCC. Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown. Prior to reopening for the autumn term, all the usual pre-term building checks will be undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on Legionella risks during the coronavirus outbreak. Once the school is in operation, it is important that we continue to ensure good ventilation. (Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak).	2 - Low	4 - High	MEDIUM	Richard Chadwick	Sept 2020			
Educational visits	Pupils and teaching staff	Risk of spread of infection	Not happened	1 - Very low	1 - Very low	LOW	In the autumn term, we can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. We should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, we will need to consider what control measures need to be used and ensure that we are aware of wider advice on visiting indoor and outdoor venues. We should consult the health	3 - Medium	4 - High	MEDIUM	Carl Thornton	Sept 2020			
Uniform	Pupils and parents	lack of uniform and anxiety	relaxed uniform where necessary	2 - Low	2 - Low	LOW	Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. We should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.	2 - Low	2 - Low	LOW	Carl Thornton	Sept 2020			
Wraparound support - before and after school clubs	Adults and children	Risk of spread of infection	Very small numbers of key workers. School risk assessment has been followed.	3 - Medium	3 - Medium	MEDIUM	Wraparound provision will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. For a Triangle before and after school care we will restrict numbers to 30 and will maintain distancing as much as possible. We have consulted the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreaks. This has been useful in planning extra-curricular provision over the holiday. We have limited the number to 10 and made sure a DSL is available all the time we are open. We will be advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school	3 - Medium	4 - High	MEDIUM	Leah Glenn/Nick Brotherhood	August 2020			

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SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

Review | Response | Recovery | Reform

Warwickshire County Council

11 - Recruitment & Staffing

NOTES

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RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
3	0	0	4.00 LOW

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
3	7	0	8.10 MEDIUM

RISK BREAKDOWN

CURRENT:

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

FUTURE:

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete: OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete: OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
New staff need to be recruited	New staff	potential spread of diseas	All staff recruited and virtual induction complete	2 - Low	2 - Low	LOW	• Schools should continue to interview remotely. Conduct interviews online • Lesson observations and selection tasks may have to be replaced with reports/references provided by the ITE tutor or the HT of the candidate's current school • Ask candidates to record an online lesson they have delivered recently and submit this as part of the selection process (ensure	2 - Low	2 - Low	LOW	Carl Thornton	Sept 2020			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/
Staff induction including NQT	NQTs and all other sta	Not having the flying start	N/a at the moment	2 - Low	2 - Low	LOW	• This will need to be done online • Allocate a 'buddy' for each new starter • Arrange a visit to the school when social distancing can be observed	2 - Low	2 - Low	LOW	Kate Harvey	Sept 2020			
NQT support	NQT	Not receiving the same quality of support. Difficult way to start a career.	N/a at the moment	2 - Low	2 - Low	LOW	Initial teacher training (ITT) providers have worked flexibly to ensure this year's NQTs are ready and prepared to enter the classroom. They will also be supported by materials the Department for Education is making available to all schools based	3 - Medium	3 - Medium	MEDIUM	Kate Harvey	Sept 2020			https://www.gov.uk/government/collections/early-career-framework-reforms
Staff who are clinically vulnerable or previously shielding	Individuals	Infection causing wider issues					Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 School leaders should be flexible - enable staff to work remotely where possible or in roles in school where it is possible to maintain social distancing. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the	3 - Medium	4 - High	MEDIUM	Carl Thornton/Leah Glenn	Sept 2020			
Staff with significant risk factors - such as asthma, diabetes, BAME community member	Staff	Infection causing wider issues					If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate. Individual risk assessments and an equality impact assessment should be carried out. People who live with those who have comparatively increased risk	3 - Medium	4 - High	MEDIUM	Carl Thornton	Sept 2020			
Staff mental health and wellbeing	staff	Anxiety causing absence					All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available. The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.	3 - Medium	3 - Medium	MEDIUM	Carl Thornton/Leah Glenn	Sept 2020			https://www.educationsupport.org.uk/ https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers
Staff deployment - teachers and teaching assistants	staff and pupils	potential spread of disease					We will need to alter the way in which we deploy staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals, taking into account workload and wellbeing. We ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to	3 - Medium	3 - Medium	MEDIUM	SLT	Sept 2020			https://www.gov.uk/guidance/school-workload-reduction-toolkit https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19
Supply and temporary staff	staff and pupils	potential spread of disease					The use of Supply staff and other temporary workers will be limited and the majority of cover will be done in house where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.	2 - Low	3 - Medium	MEDIUM	Carl Thornton/Leah Glenn	Sept 2020			
Annual leave	staff	Not being able to start in september					Many staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK. However, staff will be expected to return to work in September. The LGA, NAHT and ASCL have produced joint guidance on quarantine for school staff.	2 - Low	2 - Low	LOW	Carl Thornton/Leah Glenn	Sept 2020			https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk https://www.local.gov.uk/sites/default/files/documents/Joint%20schools%20guidance%20current%20rules%20on%20quarantine%20and%20self%20isolation%20with%20regards
Volunteers	staff and pupils	potential spread of disease					Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.	3 - Medium	4 - High	MEDIUM	Carl Thornton/Leah Glenn	Sept 2020			

END OF TABLE - DO NOT ENTER INFO BELOW HERE

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

12 - Miscellaneous

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
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RISK OVERALL

CURRENT:

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

FUTURE:

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

RISK BREAKDOWN

CURRENT:

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

FUTURE:

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete: OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete: OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
Wrap around services – before and after clubs, breakfast club etc.							[DfE are seeking to amend the current Health Protection] (Coronavirus, Restrictions) (England) Regulations 2020, to enable providers to be able to open for both outside and indoor provision from 4 July, provided that they follow the protective measures set out by government, such as those outlined in this guidance. They must follow the guidance set out in Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak Published 1 July 2020.								National guidance - Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak Published 1 July 2020
guidance for specific groups of pupils such as: • EAL pupils • Newly arrived to the UK • Refugees • Families with no recourse							• Assess the likelihood of your school receiving new pupils from these communities • Plan support, induction and training for staff if appropriate • Ensure a welcome procedure is in place for new families, which includes access to translated advice about social distancing								Local guidance from community groups Public Health guidance
Staff training implications							• Staff will need to be trained in new procedures and practices such as use of PPE, monitoring social distanc								Public health guidance. School nurse service?
Governors may be called upon to support leaders for example in appeals, challe							• Governors should ensure that all school policies are up-to-date, reflecting the latest national and local guidance. • Behaviour, attendance, safeguarding, social distancing, risk assessments will all need to be reviewed.								Local and national guidance from Governor Support services and the NGA.
Admissions – some parents may request to defer their child's place in Reception							The DfE guidance states the they do not expect it to be a common request from parents that their child's place is deferred. Contact those parents who have not accepted the place • Talk to them about their concerns and the implications of their decision • After discussion if parents still wish to have a deferred place they must complete a Deferral Application Form for the LA to consider. • Children must not be offered a deferred place without following the Local Authority process. • Make sure you direct parents to the up to date policy on the WCC website to help parents in making their decision.								Local guidance – admissions and appeals team
Will Ofsted inspections begin as soon as schools return?							See quality of education section.								National guidance from DfE

END OF TABLE - DO NOT ENTER INFO BELOW HERE

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment

Ref: #refnum#

NOTES

- Risk is evaluated after risk reduction strategies are in place. Please review / update the plan setting out the steps that will be taken to reduce risk to an acceptable level.
- Risk is not likely likely to reduce to 0 UK at this as the Norway
- Risk is not safe may or the Norway were not to be in court
- Risk is not what any child should have the function of the class
- Risk is not what any child should have the function of the class
- Risk Should Risk strategies will be in place and evaluated as per policy (All Showing)
- Risk Strategies to be
- Risk Strategies are not enough and likely to occur of what individuals and Maintained Capacity across

RISK: OVERALL

Likelihood	Severity	Overall Risk	Definition
3	3	9	

Likelihood	Severity	Overall Risk	Definition
#L#	#S#	#R#	

RISK: MITIGATIONS

Likelihood	Very Unlikely	Unlikely	Likely	Very Likely	Certain/Unavoidable
Likelihood	1	2	3	4	5
Severity	1	2	3	4	5

Likelihood	Very Unlikely	Unlikely	Likely	Very Likely	Certain/Unavoidable
Likelihood	#L#	#L#	#L#	#L#	#L#
Severity	#S#	#S#	#S#	#S#	#S#

Risk Category (Choose from Dropdown)	Risk Event (Cut & Paste)	Source of Risk (please Pre-Populate)	Risk	Mitigations in Place to Control Risk	Likelihood of Risk Occurring (Pre-Mitigation)	Severity of Risk (Pre-Mitigation)	Overall Risk Rating (Pre-Mitigation)	Mitigations (Actions, Controls, Measures - Already in Place)	Risk Owner	Mitigations (Actions, Controls, Measures - Planned)	Likelihood of Risk Occurring (Post-Mitigation)	Severity of Risk (Post-Mitigation)	Overall Risk Rating (Post-Mitigation)	Proximity of Risk (Post-Mitigation)	Risk Status	Comments / Notes	Last Review Date (Date of Most Recently Saved Risk Register)

1 - Very low	Red
2 - Low	Amber
3 - Medium	Green
4 - High	
5 - Very high	

OVERALL RISK CATEGORISATION

		Likelihood / Prevalence			
		Very low	Low	Medium	High
SEVERITY	Very low	LOW	LOW	LOW	LOW
	Low	LOW	LOW	LOW	MEDIUM
	Medium	LOW	MEDIUM	MEDIUM	MEDIUM
	High	LOW	MEDIUM	MEDIUM	HIGH
	Very high	MEDIUM	MEDIUM	HIGH	HIGH

Very high
LOW
MEDIUM
HIGH
HIGH
HIGH

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment

**** CATEGORY ****

NOTES

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

RISK OVERALL

CURRENT:

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

FUTURE:

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

RISK BREAKDOWN

CURRENT:

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

FUTURE:

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

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
END OF TABLE - DO NOT ENTER INFO BELOW HERE															