

## SCHOOLS AND SETTINGS - Reset and Recovery

### Risk Assessment



#### Introduction:

The following 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 is split into the following sections (one per tab):

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

Within each section some initial risks and some possible actions that could be taken to control or mitigate the risks have been pre-populated for you. However these are only **initial suggestions** and it is vital that you **tailor** this risk assessment by **amending / adding to these** as required to ensure you have captured all relevant risk information specific to your setting.



#### OVERALL RISK CATEGORISATION

Likelihood / Prevalence

# SCHOOLS AND SETTINGS - Reset and Recovery

## Risk Assessment

### SUPPORTING GUIDANCE DOCUMENTS AND LINKS




#### 1 - Overall Guidance

Provided to support this Risk Assessment, the below are embedded pdf files containing the latest government guidance surrounding school reopening from June 1st:

Double click on the below icons to open the respective pdf:

2020.05.11 Actions for education and childcare settings to prepare for wider opening from 1 June 2020 - GOV.UK




File A.pdf

2020.05.12 Initial planning framework for schools in England




File B.pdf

2020.05.11 Implementing protective measures in education and childcare settings - GOV.UK



File C.pdf

2020.05.11 Opening schools and settings to more pupils from 1 June\_ for parents and carers - GOV.UK



File D.pdf

#### 2 - Specific Links

In addition to the above, we have also identified the below links to specific GOV guidance which may be of use in understanding specific risks and how to control / mitigate them. (Note that there are **several duplications** in the below links as some guidance was relevant across multiple areas):

##### TAB 1 - Social Distancing Practicalities

###### Travel to and from school:

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

[Coronavirus \(COVID-19\): safer travel guidance for passengers](#)

[Closure of educational settings: information for parents & carers](#)

###### Social distancing:

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

###### Beginning of school day:

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

[Opening schools for more children and young people: initial planning framework for schools in England](#)

[Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers](#)

###### School gates:

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

[Opening schools for more children and young people: initial planning framework for schools in England](#)

###### Cloakroom:

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

[Opening schools for more children and young people: initial planning framework for schools in England](#)

**Assemblies:**

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

**Social distancing in classrooms:**

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

**Key workers and vulnerable pupils:**

[Closure of educational settings: information for parents & carers](#)

[Actions for Schools During COVID-19](#)

[Supporting vulnerable children and young people during the coronavirus \(COVID-19\) outbreak](#)

**Lining up:**

[Opening schools for more children and young people: initial planning framework for schools in England](#)

**Social distancing at lunchtime:**

[Opening schools for more children and young people: initial planning framework for schools in England](#)

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

**Social distancing at breaktimes:**

[Opening schools for more children and young people: initial planning framework for schools in England](#)

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

**Toilets:**

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

[Opening schools for more children and young people: initial planning framework for schools in England](#)

**Staff safety:**

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

[Opening schools for more children and young people: initial planning framework for schools in England](#)

**Social distancing at the end of the day:**

[Opening schools for more children and young people: initial planning framework for schools in England](#)

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

**Offsite trips:**

[Coronavirus: travel guidance for educational settings](#)

**Close proximity:**

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

[Opening schools for more children and young people: initial planning framework for schools in England](#)

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

**School visitors:**

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

**TAB 2 - Quality of Education**

**Year end assessments:**

[Coronavirus \(COVID-19\): school and college accountability](#)

[Coronavirus \(COVID-19\): reducing burdens on educational and care settings](#)

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

**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](#)  
[Further details on exams and grades announced](#)

**Managing exam expectations:**

[Awarding qualifications in summer 2020](#)  
[Awarding vocational and technical qualifications this summer](#)

**Online learning:**

[Coronavirus \(COVID 19\): online education resources](#)  
[Actions for schools during the coronavirus outbreak](#)  
[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](#)

### TAB 3 - Safeguarding

**Safeguarding incidents:**

[Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#)

**Pupil abuse:**

[Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#)  
<https://www.warwickshire.gov.uk/schoolhealthandwellbeing>

**Parents choosing to home educate:**

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)  
[Actions for schools during the coronavirus outbreak](#)  
[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](#)

### TAB 4 - SEND & Medical Needs

**Underlying health conditions - students:**

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)  
[Conducting a SEND risk assessment during the coronavirus outbreak](#)  
[guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](#)  
[Guidance for young people on shielding and protecting people most likely to become unwell if they catch coronavirus](#)

**Underlying health conditions - staff:**

[Actions for schools during the coronavirus outbreak](#)  
[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)  
[Opening schools for more children and young people: initial planning framework for schools in England](#)

**SEND students:**

[Help children with SEND continue their education during coronavirus \(COVID-19\)](#)  
[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)  
[Opening schools for more children and young people: initial planning framework for schools in England](#)  
[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)  
[Conducting a SEND risk assessment during the coronavirus outbreak](#)

**Return to school anxiety:**

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)  
[Opening schools for more children and young people: initial planning framework for schools in England](#)

**Alternative provision:**

[Actions for schools during the coronavirus outbreak](#)

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

[Opening schools for more children and young people: initial planning framework for schools in England](#)

**EHC and transport:**

[Supporting vulnerable children and young people during the coronavirus \(COVID-19\) outbreak](#)

**SEND targets:**

[Education, health and care needs assessments and plans: guidance on temporary legislative changes relating to coronavirus \(COVID-19\)](#)

**TAB 5 - Emotional & Behaviour****Bereavement:**

[WCC Counselling and bereavement services](#)

[Coronavirus \(COVID 19\): online education resources](#)

**Students with emotional difficulties:**

[Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#)

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

[Opening schools for more children and young people: initial planning framework for schools in England](#)

**Vulnerability to exclusion:**

[Actions for schools during the coronavirus outbreak](#)

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

[Opening schools for more children and young people: initial planning framework for schools in England](#)

**EY children struggling to return to routine:**

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

**Loss of social contact:**

[Coronavirus \(COVID 19\): online education resources](#)

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

[Opening schools for more children and young people: initial planning framework for schools in England](#)

**Parental reluctance to send children back:**

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

[Opening schools for more children and young people: initial planning framework for schools in England](#)

[Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers](#)

**TAB 6 - Hygiene & H&S:****Hand washing:**

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

[Opening schools for more children and young people: initial planning framework for schools in England](#)

[Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers](#)

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

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

[Public Health England Horrid Hands E-Bug Resources](#)

**Sneezing / coughing:**

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

[Public Health England Horrid Hands E-Bug Resources](#)

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

**Keeping schools clean:**

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

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

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

[Opening schools for more children and young people: initial planning framework for schools in England](#)

## TAB 7 - Possible COVID cases:

### Students showing symptoms:

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

### Lack of PPE:

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

### Staff showing symptoms:

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

[Opening schools for more children and young people: initial planning framework for schools in England](#)

### Staffing shortages:

[Actions for schools during the coronavirus outbreak](#)

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

[Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers](#)

## TAB 8 - Transition

### Transition Yr6 to Yr7:

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

### Sharing post-16 / uni / job etc info with Y11 / Y13:

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

[Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers](#)

### Timetabling issues:

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

## TAB 9 - Finance

### Cancelled trips:

[Coronavirus: travel guidance for educational settings](#)

## TAB 10 - Building Work & Logistics

### Summer building work:

[Opening schools for more children and young people: initial planning framework for schools in England](#)

### Reductions / delays in public & LA transport:

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

## TAB 11 - Recruitment & Staffing

### Staff recruitment for September:

[WCC HR - CORONAVIRUS \(COVID-19\): STAFFING GUIDANCE FOR SCHOOLS](#)

[Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#)

### NQT July completions:

[Induction for newly qualified teachers during the coronavirus outbreak](#)

## TAB 12 - Miscellaneous

### Pupil uniform:

[Opening schools for more children and young people: initial planning framework for schools in England](#)

### Wrap around services:

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

[Opening schools for more children and young people: initial planning framework for schools in England](#)

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

**Staff training:**

[Opening schools for more children and young people: initial planning framework for schools in England](#)

**Governor Support:**

[Opening schools for more children and young people: initial planning framework for schools in England](#)

**Deferred admissions into Reception:**

[School admissions: School starting age - GOV.UK](#)

**Ofsted inspection recommencement:**

[Ofsted: coronavirus \(COVID-19\) rolling update](#)

# 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:  |               |              | OVERALL     |
|-----------|---------------|--------------|-------------|
| LOW (1-4) | MEDIUM (5-12) | HIGH (13-25) |             |
| 11        | 0             | 0            | 2.09<br>LOW |

| FUTURE:   |               |              | OVERALL     |
|-----------|---------------|--------------|-------------|
| LOW (1-4) | MEDIUM (5-12) | HIGH (13-25) |             |
| 10        | 1             | 0            | 2.73<br>LOW |

#### RISK BREAKDOWN

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

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

Formulas  
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Formulas  
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| Description of the risk / Hazard / Challenge            | Who is at risk of harm   | How would these groups be harmed?   | What EXISTING controls or mitigations are in place today?   | Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) |                               | OVERALL CURRENT RISK level 1 - 25 (fills automatically) | What FURTHER actions will you take to control / mitigate the risk?  | Following completion of further actions, please estimate EXPECTED risk level (1 - 5) |                               | OVERALL FUTURE RISK level 1 - 25 (fills automatically) | Assigned person to complete further actions          | Planned / Actual Completion date | RAG Status of Further Actions | Comments / Notes   | Links to relevant guidance / documents / sources of support  |
|---|--|---|---|---|-------------------------------|---|---|--|-------------------------------|--|--|----------------------------------|-------------------------------|--|--|
|   |  |   |   | Likelihood / prevalence of risk occurring   | Severity of Risk if it occurs |   |   | Likelihood / prevalence of risk occurring  | Severity of Risk if it occurs |  |  |                                  |                               |  |  |
| Travel to and from School                               | Everyone in the school community particularly children.              | Injury of pedestrians and incidents with other vehicles. Not being able to maintain 2m distance.  | All parents understand the school rule about not parking on the school drive unless permission has been sought. Those with permission have a sign displayed in their car window. School is always vigilant about unauthorised parking and phonecalls are made to those breaking the rules. Parents report and take vehicle registration numbers for the schools to investigate.   | 2 - Low   | 2 - Low                       | LOW   | <ul style="list-style-type: none"> <li>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). In the information regarding reopening parents have been reminded not to park on the school drive. Staff are going to be prevented from parking in the school car park after 8:30am due to the earlier staggered start to the school day.</li> </ul>  | 1 - Very low   | 1 - Very low                  | LOW  | Head Teacher/School Office                           | 6th September                    | Amber                         | We are awaiting signage for the drive to show parents need to keep 2 metres apart when walking up the drive to drop off or pick up children.   | <a href="#">Coronavirus (COVID-19): travel advice for educational settings</a>                               |
| Social distancing is more difficult on public transport | Everyone in the school community particularly children.              | The taxis may not keep to the rule not to drive or park on the school drive or adhere to the speed limit.   | Very few of our families use public transport to travel to and from school. However at times taxis can be used by parents or staff. Staff also drive and park on the school drive and staff car park. Parents or staff who use taxis know that they are not allowed to drive up the school drive or park on the school drive. Parents are phoned if they are breaking the rules. Parents are very good at reporting parents who break the rules on the school drive. Parent write down number plates of vehicles for school to investigate. | 1 - Very low  | 2 - Low                       | LOW   | <ul style="list-style-type: none"> <li>Liaise with bus and train companies if appropriate.</li> <li>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). Speak to individual concerns if any matters arise.</li> </ul>   | 2 - Low  | 2 - Low                       | LOW  | Headteacher/School Office                            | 6th September                    | Green                         | This situation changes on a daily basis and staff respond on a daily basis based on needs identified.  | <a href="#">Coronavirus (COVID-19): travel advice for educational settings</a>                               |
| Beginning of school day                                 | Everyone in the school community, particularly children and parents. | Virus can be passed on if parents and children are not maintaining 2 metres apart and will not social distance therefore possible spreading of the virus.   | Parents and children can enter the school gates and must stay 2 metres apart from other members of the public. Parents are advised to wear face coverings.  | 1 - Very low  | 3 - Medium                    | LOW   | <ul style="list-style-type: none"> <li>Staff on duty to control the playground area</li> <li>Parents have been informed of the new routines in advance. Children and parents will hear the bell ring and then children line up. Parents to leave the school site in an orderly fashion and remain 2 metres distance from each other</li> </ul>  | 2 - Low  | 3 - Medium                    | MEDIUM   | Head Teacher   | 6th September                    | Amber                         | Inform parents of start and end times and that these will be staggered to ensure parents and children stay at a social distance. Parents have been told not to hang around or arrive early. They should only be on the site on their designated times.   | <a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a> |
| Parents congregating at the gate (primary)              | Parents, children and staff.   | They will not be able to maintain 2 metres apart and will not social distance therefore possible spreading of the virus.  | Parents have been told not to congregate once children are in their lines and should maintain a social distance staying 2 metres apart.   | 1 - Very low  | 1 - Very low                  | LOW   | <ul style="list-style-type: none"> <li>In the parent information leaflet this has been emphasised in line with the government's message about social distancing</li> <li>Write a parent information letter, make it clear that parents must arrive on time and will leave promptly from the school playground.</li> </ul>   | 2 - Low  | 2 - Low                       | LOW  | Head Teacher/School Office                           | 6th September                    | Amber                         | To stress the message to parents about the conditions that parent and child should enter the school. Create a parent information leaflet for parents in advance so that they are aware of the social distancing message and the rationale behind what the school is doing.   | <a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a> |
| Assemblies  | Staff and adults.  | Spread of Covid-19 by children being too close allowing virus to infect others. Staff will also not be able to maintain distance to the children.   | children can attend assemblies but this will initially be Key Stage assemblies until further notice. This will then become whole school assemblies.   | 1 - Very low  | 1 - Very low                  | LOW   | <ul style="list-style-type: none"> <li>children will be spaced out to alleviate risk of infection. The will be sufficient ventilation to mitigate risk of infection.</li> </ul>   | 1 - Very low   | 1 - Very low                  | LOW  | Class teacher  | 6th September                    | Green                         | The Ten:Ten materials and collective worship resources and assemblies are to be used by the senior leaders who deliver assembly so there is consistency of delivery.   | <a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a> |
| Lining-up   | Children   | Infected children will spread Covid-19 if they do not maintain social distancing. These children will be in school as they are not showing any symptoms so the school would not be aware of them.           | When the bell sounds, children line up to enter the school. Children will continue to sanitise their hands upon entry to the classroom.   | 1 - Very low  | 1 - Very low                  | LOW   | <ul style="list-style-type: none"> <li>Parents to leave the site once children are in their line.</li> <li>In a morning pupils lining up will go into their classrooms in an orderly fashion to alleviate a build up of children down the corridors. If it is raining, children will enter the site via doorways for their class so as not to build congestion when entering the school. KS2 and Year 2 will go straight in to their classrooms but EYFS and KS1 will wait in the hall until their teachers take them over to the Arch building.</li> </ul>   | 2 - Low  | 2 - Low                       | LOW  | Class teacher/TA/ Head Teacher                       | 6th September                    | Amber                         |  | <a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a> |
| Staff safety - social distancing                        | Staff  | Staff will spread Covid-19 if they do not socially distance and they could infect their homes. Transmission of the virus from adult to adult is significantly higher than pupil to pupil or pupil to adult. | Staff follow the social distancing rules and do not come into contact in close vicinity of other adults. Staff stay to the areas marked in the staffroom if used.   | 2 - Low   | 2 - Low                       | LOW   | <ul style="list-style-type: none"> <li>Staff can use the staffroom but avoid overcrowding and stay a safe distance from one another.</li> <li>Where possible, staff meetings will be over Teams. If meetings are Face-to-face this will only happen when social distancing can be maintained. It is advised that staff must go in to the school office as little as possible and stay outside of the office. They can make contact through the stable door or go outside into the main reception area and speak through the glass.</li> <li>Regular briefings via e mail</li> <li>Hold meetings on line with parents where possible.</li> </ul> | 2 - Low  | 2 - Low                       | LOW  | Teacher / TA / office staff / caterers /Head Teacher | 6th September                    | Green                         | Staff are advised to visit the office as little as possible or use the window in the reception area. Senior leaders must be highly vigilant about this. Staff must report concerns if they feel vulnerable or anxious about the procedures. Parents will be notified that they are not allowed into the school building. Parent consultation meetings will be via parent/teacher rather than a visit to the school. This is to mitigate the spread of Coronavirus. | As above   |
| End of day procedures                                   | Children / staff / parents   | May contract / spread Covid-19 by not maintaining social distancing with pupils but also with parents.  | Pupils are escorted out of the classroom by their teacher at 3.30pm which is the end of the school day and parents can pick children up from the playground. Parents are advised to maintain a social distance and can wear face coverings.   | 2 - Low   | 2 - Low                       | LOW   | <ul style="list-style-type: none"> <li>Parents are informed of the new procedures for collecting children from the playground.</li> <li>Parents are asked to observe social distancing when waiting for children to be escorted out of the school building. Parents not allowed in the school building.</li> <li>Parents to leave the school grounds in a timely and orderly manner</li> </ul>  | 1 - Very low   | 2 - Low                       | LOW  | Children / staff / parents                           | 6th September                    | Amber                         | Parents to be notified of the changes in a FAQ letter and they should observe the social distancing rules whilst waiting for their children. Headteacher to be present on the school playground at the end of the day to supervise as necessary.   | As above   |
| Social distancing - trips and events off site           | Staff/pupils/volunteers and members of the public.                   | If trips were permitted there would be far too many uncontrolables which put all at a high risk.  | School trips are now able to go ahead.  | 1 - Very low  | 1 - Very low                  | LOW   | <ul style="list-style-type: none"> <li>All off-site trips and events are able to go ahead which including swimming sessions, school trips and local visits and visitors to school. Adequate financial protection must be in place and the organiser must seek advice from the Headteacher.</li> </ul>   | 1 - Very low   | 1 - Very low                  | LOW  | Headteacher/School Office                            | 6th September                    | Green                         | Trips and swimming lessons can go ahead but teachers must ensure the trip is risk assessed and relevant forms are completed.   | N/A  |
| Social distancing if parents are in school              | Parents / staff / adults   | May contract / spread Covid-19.   | Parents are not allowed to enter the site and must make an appointment or contact the school via email or phone. If a parent wishes to speak to a member of staff and an over the phone conversation will not suffice, then a Teams meeting can be arranged. At times the school or parents will leave items at the school gate which will then be collected when the individual has left.  | 1 - Very low  | 1 - Very low                  | LOW   | <ul style="list-style-type: none"> <li>Parent consultations will take place online using parentz relations.</li> <li>Curriculum meetings which take place in the autumn term will be delivered by video produced by the class teacher. Special assemblies/concerts have been cancelled. If possible arrange meetings with parents online or through Teams. In an emergency situation invite a parent in to a safe area which is not used by any social bubble. Disinfect before and after use. Maintain social distancing with only the key people present. Only one</li> </ul>   | 1 - Very low   | 2 - Low                       | LOW  | Staff / adults / parents                             | 6th September                    | Green                         | Parents have been informed that they are not allowed on the school site and if they would like to talk to staff /Head Teacher, they should make an appointment via telephone or email. This needs to be reinforced by all adults. Parents can meet with the adults virtually.  | As above   |



|                    |                           |                                |  |              |              |            |  |              |              |            |        |               |       |  |          |
|--------------------|---------------------------|--------------------------------|--|--------------|--------------|------------|--|--------------|--------------|------------|--------|---------------|-------|--|----------|
| Visitors to school | Staff/Pupils and Visitors | May contract / spread Covid-19 | Very few adults are allowed on site and must abide by the social distancing rules. Visitors are by arrangement only. | 1 - Very low | 1 - Very low | <b>LOW</b> | <ul style="list-style-type: none"> <li>All but essential visitors are limited to school and no visitors are allowed into school if they are displaying COVID symptoms</li> <li>Clear guidance for any contractors if they have to make essential site visits, including, use of PPE, access on site only when pupils are not in school.</li> </ul> | 1 - Very low | 1 - Very low | <b>LOW</b> | Adults | 6th September | Amber | It is recommended that visitors only enter if they are contracted or requested to do so. Permission must be sought. Double vaccination are preferable to protect the visitor and the school. | As above |
|--------------------|---------------------------|--------------------------------|--|--------------|--------------|------------|--|--------------|--------------|------------|--------|---------------|-------|--|----------|

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



2 - Quality of Education

NOTES

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

RISK OVERALL

| CURRENT:    |                 |              |                |
|-------------|-----------------|--------------|----------------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) | OVERALL        |
| 4           | 2               | 0            | 4.33<br>MEDIUM |

| FUTURE:     |                 |              |                |
|-------------|-----------------|--------------|----------------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) | OVERALL        |
| 3           | 3               | 0            | 4.50<br>MEDIUM |

RISK BREAKDOWN

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

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

| Description of the risk / Hazard / Challenge   | Who is at risk of harm   | How would these groups be harmed?  | What EXISTING controls or mitigations are in place today?   | Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) |                               | OVERALL CURRENT RISK level 1 - 25 (fills automatically) | What FURTHER actions will you take to control / mitigate the risk?   | Following completion of further actions, please estimate EXPECTED risk level (1 - 5) |                               | OVERALL FUTURE RISK level 1 - 25 (fills automatically) | Assigned person to complete further actions               | Planned / Actual Completion date | RAG Status of Further Actions | Comments / Notes   | Links to relevant guidance / documents / sources of support  |
|--|--|--|---|---|-------------------------------|---|--|--|-------------------------------|--|---|----------------------------------|-------------------------------|--|--|
|  |  |  |   | Likelihood / prevalence of risk occurring   | Severity of Risk if it occurs |   |  | Likelihood / prevalence of risk occurring  | Severity of Risk if it occurs |  |   |                                  |                               |  |  |
| How do we compensate for the gaps in pupils' knowledge and skills that will have developed following their extended absence from school?   | Children particularly the vulnerable or those who have not completed their home school learning. | They will not have the skills, knowledge and understanding to access the next year group   | Home Learning work is sent home so that children can maintain skills, knowledge and understanding so that they are the next year group ready. However, there will be gaps in their knowledge as topics were not able to be covered via virtual learning.  | 3 - Medium  | 3 - Medium                    | MEDIUM  | <ul style="list-style-type: none"> <li>Identify key component knowledge and skills within individual year groups and subjects areas (ie the non-negotiables)</li> <li>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)</li> <li>Baseline pupils on re-entry in an efficient, timely manner, so as not to further delay teaching and learning</li> <li>Take into account the online learning that pupils may have engaged in during the school closure (in some areas there may have been a high level of engagement and this should not be ignored)</li> <li>Use pupil premium funding to provide disadvantaged pupils with more intensive/catch up support</li> <li>Provide after-school catch-up clubs/holiday clubs if possible</li> <li>Target those pupils with greatest need of additional support</li> </ul> | 2 - Low  | 3 - Medium                    | MEDIUM   | Head Teacher / Class teachers / subject leads             | ongoing                          | Amber                         | Staff and subject leaders will need to look at the plan going forward to ensure children catch up with the missed curriculum. Teachers have identified pupils from summer term assessments who will require a catchup programme. Baseline assessments in the autumn term will inform teachers of the children who will require a catchup plan. |  |
| Starting points for September may be unclear as pupils may have taken a step back in the summer holidays   | Children   | Children will not be ready for the next year group and will have to go back to the previous curriculum especially in Maths, Literacy, Science and RE | Home Learning work is sent home so that children can maintain skills, knowledge and understanding so that they are the next year group ready. However, there will be gaps in their knowledge as topics were not able to be covered via virtual learning   | 2 - Low   | 3 - Medium                    | MEDIUM  | <ul style="list-style-type: none"> <li>Pupils had end of year assessments and children were identified where there will be gaps in learning from Summer term 2021</li> <li>Baseline assessments will take place in the Autumn term (weeks 1 and 2) and interventions put in place for children requiring catchup</li> <li>Home learning should be set accordingly so that children make gains at the start of the autumn term.</li> </ul>  | 3 - Medium   | 3 - Medium                    | MEDIUM   | Head Teacher / Class teachers / subject leads             | onging                           | Green                         | staff and subject leaders have already completed assessments for the summer term and staff are aware of gaps in the curriculum. Teacher have met in the Summer term to discuss areas where whole class have gaps and will need to look at the plan going forward to ensure children catch up with the missed curriculum.                       |  |
| Preparations for the changes to SRE that come into effect in September 2022 eg communication with parents on hold  | Governors / Staff / Parents / children/Diocese   | Children are not prepared for their statutory curriculum entitlement and parents and governors will not be informed about this.                      | The RSHE has been approved by the Governors and endorsed by the Archdiocese. Parents were also given a consultation period in the Autumn Term 2020. The RSHE programme was trialled by staff in the summer term 2021 and a new long term plan was produced so that RSHE can be delivered in the Autumn Term 2021. | 2 - Low   | 2 - Low                       | LOW   | <ul style="list-style-type: none"> <li>The Long Term plan for this academic year will go out to parents in their curriculum newsletters. Parents will have opportunities to understand what the new scheme is and an opportunity to ask any questions. T TenTen also have a parent portal site for them and weekly newsletters which complements the work undertaken. Parents will be reminded of this parent portal and new EYFS parents will be introduced to it.</li> </ul>   | 2 - Low  | 2 - Low                       | LOW  | Head Teacher / Class teachers / RE Lead/Governors/Diocese | ongoing                          | Amber                         | Head teacher to remind parents of the new RSHE curriculum and given another opportunity for dialogue and to reassure any concerns they may have. New EYFS parents to be introduced to the RSHE curriculum  | Relationships education, relationships and sex education (RSE) and health education  |
| Ensuring that teacher assessed results for Y11 and Y13 pupils/students are accurate and decided upon following a transparent and rigorous process  | N/A  | N/A  | N/A   | 2 - Low   | 1 - Very low                  | LOW   | N/A  | 1 - Very low   | 1 - Very low                  | LOW  | N/A   | N/A                              | Green                         | N/A  |  |
| Managing expectations for "I planned to work harder than I did in my mock exams" pupils/students from Y11 and Y13 (there may be a negative reaction from these pupils/students and their families when they receive their teacher-assessed results). There is likely to be a higher volume of appeals. | N/A  | N/A  | N/A   | 1 - Very low  | 1 - Very low                  | LOW   | N/A  | 1 - Very low   | 1 - Very low                  | LOW  | N/A   | N/A                              | Green                         | N/A  |  |
| Online or home learning to continue into the Autumn Term 2021  | Children / parents / staff   | Children will not receive their entitlement to the curriculum and will fall behind for their new year group  | Children continue to use the Remote Learning Teams work that teachers send home. As this is a requirement by the government to continue to set work remotely so parents and pupils are aware of the platform.   | 2 - Low   | 2 - Low                       | LOW   | <ul style="list-style-type: none"> <li>Teacher will set homework using the Teams platform.</li> <li>Teachers to notify parents if Remote Learning homework is not completed by pupils as this mechanism is used to ensure parents and pupils know logins etc so that they can use if they have to self-isolate.</li> </ul>   | 2 - Low  | 3 - Medium                    | MEDIUM   | Head Teacher / class teacher                              | ongoing                          | Amber                         | Teachers to give out logins for Microsoft Teams at the start of term. Teachers must inform parents if work is not completed on Teams. .  | Remote education during the coronavirus outbreak <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance/remote-education">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance/remote-education</a> |

END OF TABLE - DO NOT ENTER INFO BELOW HERE

**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 L or M as these are formulas
- Do not add rows as the formulas will not be included
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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:    |                 |              | OVERALL |
|-------------|-----------------|--------------|---------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) |         |
| 0           | 2               | 0            | 7.00    |
|             |                 |              | MEDIUM  |

| FUTURE:     |                 |              | OVERALL |
|-------------|-----------------|--------------|---------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) |         |
| 0           | 2               | 0            | 7.00    |
|             |                 |              | MEDIUM  |

RISK BREAKDOWN

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

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

| Description of the risk / Hazard / Challenge   | Who is at risk of harm | How would these groups be harmed?  | What EXISTING controls or mitigations are in place today?   | Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) |                               | OVERALL CURRENT RISK level 1 - 25 (fills automatically) | What FURTHER actions will you take to control / mitigate the risk?   | Following completion of further actions, please estimate EXPECTED risk level (1 - 5) |                               | OVERALL FUTURE RISK level 1 - 25 (fills automatically) | Assigned person to complete further actions                                     | Planned / Actual Completion date | RAG Status of Further Actions | Comments / Notes   | Links to relevant guidance / documents / sources of support   |
|--|------------------------|--|---|---|-------------------------------|---|--|--|-------------------------------|--|---|----------------------------------|-------------------------------|--|---|
|  |                        |  |   | Likelihood / prevalence of risk occurring   | Severity of Risk if it occurs |   |  | Likelihood / prevalence of risk occurring  | Severity of Risk if it occurs |  |   |                                  |                               |  |   |
| Safeguarding updates for Autumn term 2021  | Children / families    | Teachers and staff should know the procedures for Safeguarding in the school. The new KSSE should be shared with all staff and staff read and understand this document | Staff are given training for the new Safeguarding and Child Protection Policy. Staff to be made aware of the procedures to keep children safe and the signs and symptoms of children who have been abused | 2 - Low   | 4 - High                      | MEDIUM  | <ul style="list-style-type: none"> <li>• DSLs to share new procedures with staff and any new policies and guidance.</li> <li>• 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.</li> <li>• Ensure any guidance issued re safeguarding is followed</li> </ul> | 2 - Low  | 4 - High                      | MEDIUM   | Head Teacher / DSL / Class Teacher / TA / all adults in school and stakeholders | ongoing                          | Green                         | All new documents are shared with staff and a Microsoft form to be sent out and adults to confirm they have understood and read the relevant documents.  | Coronavirus (COVID-19): safeguarding in schools, colleges and other providers Keeping Children Safe in Education September 2021 |
| Some parents may choose to home educate rather than have their children return to schools. | Children               | Parents may not know how to teach the child the concepts. Children do not have socialisation with their friends and may not have good well-being                       | Parents are in regular contact with teachers regarding home learning so if they have any questions they are given advice and more resources by the teacher.   | 2 - Low   | 3 - Medium                    | MEDIUM  | <ul style="list-style-type: none"> <li>• Talk to parents about the reasons for their decision.</li> <li>• Provide information to parents about how the curriculum will be adapted if necessary to address pupils' needs post-COVID-19.</li> <li>• Alert the local authority</li> </ul>   | 2 - Low  | 3 - Medium                    | MEDIUM   | Head Teacher / Class Teacher  | ongoing                          | Amber                         | When information goes out to parents it might ease their worries and concerns surrounding Covid-19. Parents will be informed that the school has worked extremely hard to make as safe as possible for their children to attend and that there have been a rigorous risk assessment put into place to ensure safety of their children. Hopefully parents will be reassured due to the additional resources that have been purchased to aid handwashing etc. However it has to be remembered that parents have a right not to return their child to school at the current time and they will not be penalised. On the information to parents, a series of phone and contact details are provided if they wish to talk to someone. | Coronavirus (COVID-19): safeguarding in schools, colleges and other providers   |

END OF TABLE - DO NOT ENTER INFO BELOW HERE

4 - Pupils with SEND (including medical needs)

NOTES

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

RISK OVERALL

| CURRENT:    |                 |              |                |
|-------------|-----------------|--------------|----------------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) | OVERALL        |
| 4           | 2               | 0            | 4.17<br>MEDIUM |

| FUTURE:     |                 |              |                |
|-------------|-----------------|--------------|----------------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) | OVERALL        |
| 2           | 4               | 0            | 5.83<br>MEDIUM |

RISK BREAKDOWN

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

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

| Description of the risk / Hazard / Challenge   | Who is at risk of harm | How would these groups be harmed?  | What EXISTING controls or mitigations are in place today?   | Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) |                               | OVERALL CURRENT RISK level 1 - 25 (fills automatically) | What FURTHER actions will you take to control / mitigate the risk?  | Following completion of further actions, please estimate EXPECTED risk level (1 - 5) |                               | OVERALL FUTURE RISK level 1 - 25 (fills automatically) | Assigned person to complete further actions                 | Planned / Actual Completion date | RAG Status of Further Actions | Comments / Notes  | Links to relevant guidance / documents / sources of support               |
|--|------------------------|--|---|---|-------------------------------|---|---|--|-------------------------------|--|---|----------------------------------|-------------------------------|---|---|
|  |                        |  |   | Likelihood / prevalence of risk occurring   | Severity of Risk if it occurs |   |   | Likelihood / prevalence of risk occurring  | Severity of Risk if it occurs |  |   |                                  |                               |   |   |
| Shielding is currently paused. In the event of a major outbreak or VOC that poses a significant risk to individuals on the shielded patient list (SPL), ministers can agree to reintroduce shielding | Children               | They will contract Covid-19 and will have a severe reaction to the virus and put them at risk of critical illness  | All children are expected back into school. There is no requirement for children to shield.   | 1 - Very low  | 1 - Very low                  | LOW   | • Shielding can only be reintroduced by national government   | 2 - Low  | 3 - Medium                    | MEDIUM   | Head Teacher / Class Teacher / TA / any adult in the school | ongoing                          | Amber                         | Children who are critically vulnerable or shielding, must attend school. Shielding can only be reintroduced by national government.   | Conducting a SEND risk assessment during the coronavirus outbreak         |
| Pupils with underlying health conditions are at a higher level of risk   | Children               | They will contract Covid-19 and will have a severe reaction to the virus and put them at risk of critical illness  | All clinically extremely vulnerable (CEV) children and young people should attend their education setting unless they are one of the very small number of children and young people under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend. Further information is available in the guidance on supporting pupils at Educational Setting with medical conditions. You should ensure that key contractors are aware of the Educational Setting's control measures and ways of working. | 3 - Medium  | 4 - High                      | MEDIUM  | • Staff will seek medical guidance for pupils with serious underlying health conditions, and liaise with parents and other medical professionals to ascertain whether, these pupils may need to stay at home.<br>• Extra vigilance for those children who have underlying health conditions in relation to social distancing eg for pupils with asthma. Parents have been informed that the school can not guarantee strict social distancing. By sending their child to school this is a higher risk that their peers, not necessarily of contracting the virus but their ability to cope with the virus if they contract it. By sending their child to school they understand this. | 3 - Medium   | 4 - High                      | MEDIUM   | Head Teacher / Class Teacher / TA / any adult in the school | ongoing                          | Amber                         | By sending children in to school who are critically vulnerable or shielding, parents are accepting a high level of risk as the school has been very clear about this in their communications.   | Conducting a SEND risk assessment during the coronavirus outbreak         |
| Staff with underlying health conditions and/or pregnant staff are at a higher level of risk  | Staff                  | Staff will be susceptible to contracting Covid-19 with severe a higher risk to suffering more harmful effects.   | Shielding has ceased  | 1 - Very low  | 1 - Very low                  | LOW   | • Shielding can only be reintroduced by national government   | 2 - Low  | 3 - Medium                    | MEDIUM   | Head Teacher  | ongoing                          | Amber                         | Staff who identify themselves in these groups must return to work. There is now no reason for staff to work from home. Shielding can only be reintroduced by national government  |   |
| LA organised transport to and from school for pupils with EHCPs has stopped  | N/A                    | N/A  | N/A   | 1 - Very low  | 1 - Very low                  | LOW   | N/A   | 1 - Very low   | 1 - Very low                  | LOW  | N/A   | N/A                              | Green                         | No children accessing this at the moment.   | N/A   |
| Work towards individual SEND targets has stopped and slipped back  | EHP & SEND pupils.     | Pupils will find it difficult to do the work when they come back to school and may be anxious or overwhelmed in a different setting than they are used to. | Other agencies have been involved with EHP children to adapt the curriculum. Work given has been adapted for children with SEND.  | 2 - Low   | 3 - Medium                    | MEDIUM  | • Assessments at the end of the summer term took place. All EHP review meetings took place during the Spring or summer term. New targets have been set for children on SEND register or EHCPs   | 2 - Low  | 2 - Low                       | LOW  | Head Teacher / SEND coordinator / class teacher             | ongoing                          | Amber                         | SEND coordinator to work with teachers to assess children on SEND register. School will be unable to work on all the areas identified in the EHP plans. Staff will work on delivering different aspects of an EHP linked to provision. External agencies will be welcome into school with advance notice. | Critical workers who can access schools or educational settings           |
| Medicines in school may become out-of-date   | Children               | Children will not have in-date medicine in school and children may become ill.   | All medicines in school have been checked and parents asked to bring in new medications if they are out of date ready for September.  | 2 - Low   | 2 - Low                       | LOW   | • An appointed member of staff has checked all medications and informed parents/necessary bodies if they need to be replaced. Children not to be in school unless their medication is in school especially if asthmatic or have severe allergic reactions.  | 2 - Low  | 3 - Medium                    | MEDIUM   | Class teacher / Tas   | ongoing                          | Amber                         | It is a parents responsibility to ensure that their child has the correct medication in school. Parents, and not the school, are accountable for this.  | National guidance – Public health; local guidance – school nurse service. |

END OF TABLE - DO NOT ENTER INFO BELOW HERE

5 - Emotional and Behavioural Considerations

NOTES

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RISK OVERALL

| CURRENT:    |                 |              |         |
|-------------|-----------------|--------------|---------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) | OVERALL |
| 0           | 5               | 0            | 6.60    |
|             |                 |              | MEDIUM  |

| FUTURE:     |                 |              |         |
|-------------|-----------------|--------------|---------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) | OVERALL |
| 1           | 4               | 0            | 5.60    |
|             |                 |              | MEDIUM  |

RISK BREAKDOWN

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

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

| Description of the risk / Hazard / Challenge  | Who is at risk of harm                                     | How would these groups be harmed?   | What EXISTING controls or mitigations are in place today?   | Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) |                               | OVERALL CURRENT RISK level 1 - 25 (fills automatically) | What FURTHER actions will you take to control / mitigate the risk?  | Following completion of further actions, please estimate EXPECTED risk level (1 - 5) |                               | OVERALL FUTURE RISK level 1 - 25 (fills automatically) | Assigned person to complete further actions | Planned / Actual Completion date | RAG Status of Further Actions | Comments / Notes  | Links to relevant guidance / documents / sources of support                                  |
|---|--|---|---|---|-------------------------------|---|---|--|-------------------------------|--|---|----------------------------------|-------------------------------|---|--|
|   |  |   |   | Likelihood / prevalence of risk occurring   | Severity of Risk if it occurs |   |   | Likelihood / prevalence of risk occurring  | Severity of Risk if it occurs |  |   |                                  |                               |   |  |
| Some pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)   | Children, adults   | Children's mental health and well-being   | We do not have anything in place as we have not been informed of any pupils who have suffered bereavement during the pandemic.  | 2 - Low   | 3 - Medium                    | MEDIUM  | <ul style="list-style-type: none"> <li>• Prior to opening in the autumn term we will encourage parents to share any significant information about their child with the school (via e-mail/telephone if possible)</li> <li>• Provide in-school support and a named person (someone the pupil is close to) to support the pupil when they need it. However any work undertaken will need to be mindful of the children staying in their social bubble.</li> <li>• If required, access specialist support for the pupil, and if need be their family.</li> </ul>   | 2 - Low  | 3 - Medium                    | MEDIUM   | Head Teacher/ Class Teacher                 | ongoing                          | Amber                         | Head Teacher to look into provision for bereavement and pupil well-being. Diocesan emails have sent information and support to deal with bereavement. The educational psychology service have also produced some useful materials about how to prepare children to return to school after the lockdown. | COVID-19: guidance for the public on mental health and wellbeing                             |
| 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) | Children with SEMH and other staff and pupils around them. | unconfident, anxious, unruly and detached   | School behaviour policy which has been amended during the lockdown. None of the children who fall in to this category have been in school as key workers or priority groups. The school is taking part in Virtual School Training to become a Trauma Informed School. The behaviour policy will be renewed in line with this. The way we approach children's behaviour has changed. | 2 - Low   | 3 - Medium                    | MEDIUM  | <ul style="list-style-type: none"> <li>• 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). If these pupils compromise the safety of pupils and staff bearing in mind social distancing etc then they will be unable to be in school. This will not be classed as an exclusion unless the behaviour which hit that threshold. Video created for parents of Reception and Year 1 teachers to go out to children so they can see their setting and how it will look when they return. Children identified with social/emotional difficulties to be in school for set periods to encourage a full return to school in September (eg maybe mornings only).</li> </ul> | 2 - Low  | 3 - Medium                    | MEDIUM   | Head Teacher / SEND / Class teacher         | ongoing                          | Amber                         | Parents have been informed of the changes to the behaviour policy during this time. Trial mornings only with identified children.   | COVID-19: guidance for the public on mental health and wellbeing                             |
| 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?                                  | Children with emotional needs SEMH                         | behaviour will become unruly and will need support  | School behaviour policy which has been amended during the lockdown. None of the children who fall in to this category have been in school as key workers or priority groups. The school is taking part in Virtual School Training to become a Trauma Informed School. The behaviour policy will be renewed in line with this. The way we approach children's behaviour has changed. | 2 - Low   | 3 - Medium                    | MEDIUM  | <ul style="list-style-type: none"> <li>• Identify the particular pupils who could be vulnerable to exclusion. Contact SAP and have a Pupil intervention Plan written to ensure their behaviour doesn't escalate</li> <li>• 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). If these pupils compromise the safety of pupils and staff bearing in mind social distancing etc then they will be unable to be in school. This will not be classed as an exclusion unless the behaviour which hit that threshold.</li> </ul>  | 2 - Low  | 2 - Low                       | LOW  | Head Teacher / SEND / Class teacher         | ongoing                          | Amber                         | Parents have been informed of the changes to the behaviour policy during this time. Use the Thrive approach to find the gaps and come up with a plan to fill gaps and monitor. The school has a strategic lead and a Thrive practitioner who can accommodate this.                                      | COVID-19: guidance for the public on mental health and wellbeing                             |
| EY children may struggle with the return to routine and full-time education (almost like a second September start)  | Children in Reception                                      | Some children will not remember routines and how lessons and school day is structured             | Some EY children do attend childcare but the routines of the day are very different to the usual school day. A transition meeting with parents has already taken place. A planned phased return to school for EYs without home visits. Parents to come into school with children on the first day with children reduced to either attending morning or afternoon.                   | 2 - Low   | 3 - Medium                    | MEDIUM  | <ul style="list-style-type: none"> <li>• Liaise with parents prior to the start date so that parents can prepare the children. Parents invited to stay with child on the first morning to ease their anxiety. Children will be in full-time education from 8th October.</li> </ul>  | 2 - Low  | 3 - Medium                    | MEDIUM   | Reception class teacher/TA/Head to monitor. | ongoing                          | Amber                         | Mr Bromage was in contact with new EYs parents in the Summer term. The last 3 days of school was dedicated to individual online meetings with parents and child.  |  |
| Some parents may be reluctant to send their children back to school because of the risk of infection and bringing the virus back into the family home                                   | Children / Parents   | Children will not have access to the curriculum that they need and school routines and procedures | Government advised that all children return back to school after 8th March 2021. It is a legal requirement for children to attend school.   | 3 - Medium  | 3 - Medium                    | MEDIUM  | <ul style="list-style-type: none"> <li>• Inform parents of the new procedures and the FAQ sheet to be sent out prior to the start of term. School to chase up absence if we are not already informed that a child is not returning to school. Normal absence from school will resume. Parent advised to talk to the Headteacher regarding their concerns.</li> </ul>  | 2 - Low  | 3 - Medium                    | MEDIUM   | Head Teacher / Class teacher                | ongoing                          | Amber                         | A letter to parents to go out with FAQs   | National guidance Local - leaflet for parents with consistent messages on social distancing. |

END OF TABLE - DO NOT ENTER INFO BELOW HERE

6 - Hygiene / Cleanliness and Health & Safety

NOTES

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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

| CURRENT:    |                 |              |         |
|-------------|-----------------|--------------|---------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) | OVERALL |
| 2           | 3               | 0            | 5.20    |
| MEDIUM      |                 |              |         |

| FUTURE:     |                 |              |         |
|-------------|-----------------|--------------|---------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) | OVERALL |
| 0           | 5               | 0            | 6.00    |
| MEDIUM      |                 |              |         |

RISK BREAKDOWN

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

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

| Description of the risk / Hazard / Challenge  | Who is at risk of harm                 | How would these groups be harmed?  | What EXISTING controls or mitigations are in place today?  | Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) |                               | OVERALL CURRENT RISK level 1 - 25 (fills automatically) | What FURTHER actions will you take to control / mitigate the risk?  | Following completion of further actions, please estimate EXPECTED risk level (1 - 5) |                               | OVERALL FUTURE RISK level 1 - 25 (fills automatically) | Assigned person to complete further actions | Planned / Actual Completion date | RAG Status of Further Actions | Comments / Notes  | Links to relevant guidance / documents / sources of support                                     |
|---|--|--|--|---|-------------------------------|---|---|--|-------------------------------|--|---|----------------------------------|-------------------------------|---|---|
|   |  |  |  | Likelihood / prevalence of risk occurring   | Severity of Risk if it occurs |   |   | Likelihood / prevalence of risk occurring  | Severity of Risk if it occurs |  |   |                                  |                               |   |   |
| Maintaining regular levels of hand washing/hygiene  | Children & Staff                       | Children contaminate items and put hands on faces which encourages the spread of Covid-19  | Children have to wash their hands on a regular basis throughout the day. Anti-bacterial hand gel is also available for the children to use.  | 2 - Low   | 3 - Medium                    | MEDIUM  | <ul style="list-style-type: none"> <li>• Pupils to apply anti-bacterial hand gel as they enter the building at the start of the day and exit the building at the end of the day and regular hand washing opportunities (20 seconds) to be timetabled into daily routines – adequate supplies of anti-bacterial hand gel and soap have been ordered for use in classrooms and in the toilets. Outside handwashing areas have been ordered so that pupils can wash their hands more regularly without the need of using the toilets.</li> </ul> | 2 - Low  | 3 - Medium                    | MEDIUM   | Head Teacher / class teacher / Tas          | ongoing                          | Amber                         | More sanitiser have been ordered along with washing basins for the classrooms. Signage to be put up to remind children to wash their hands on a regular basis.  | National guidance<br>Local – supplies of hand gel   |
| When pupils sneeze or cough they will spread germs/bacteria, especially younger pupils/children | Children and adults contract Covid-19  | Children contaminate items and people and put their hands on faces or items in the classroom which encourages the spread of Covid-19 | Children are encouraged to cough or sneeze in the cup of their elbow so they do not spread germs. Tissues are disposed of immediately.   | 2 - Low   | 3 - Medium                    | MEDIUM  | <ul style="list-style-type: none"> <li>• As the school does already, children and pupils are reminded about the need to cough/sneeze into a tissue or their elbow – dispose of tissue in a bin and wash hands for 20 seconds. School has ordered pedal bins with lids so that tissues can be disposed of immediately and children will not touch the bin with their hands. TAs are dispose of waste in the bins during the day.</li> </ul>  | 2 - Low  | 3 - Medium                    | MEDIUM   | Class Teacher / Tas                         | ongoing                          | Amber                         | Pedal bins have been purchased so that children dispose of tissues in a lidded closed top bin. Children continue to use the pedal bins for the disposal of used tissues.  | National guidance<br>Local – consistent messages, frequent reminders through social media       |
| Keeping the school clean to a higher level of cleanliness                                       | All members that are present in school | Spread of corona virus   | The school is cleaned on a regular basis throughout the day and in the mornings and evenings. A fogging machine was purchased and this is used in each classroom at the end of the day once the room has been completed vacated. | 2 - Low   | 3 - Medium                    | MEDIUM  | <ul style="list-style-type: none"> <li>• Cleaners to act upon guidance normally linked to 'deep clean' as part of their daily procedures (ie a focus on door handles, toilets, changing room, toys in the EV, etc)</li> <li>• Pupils to clean IT equipment (esp keyboards, mice) with anti-bacterial wipes after use.</li> </ul>  | 2 - Low  | 3 - Medium                    | MEDIUM   | Class Teachers / TAs and cleaning staff     | ongoing                          | Amber                         | Care should be taken to clean inbetween any visitors and when staff are leaving to use different areas within the school. The fogger is used everyday to ensure germs are eliminated once the classrooms are vacated. | National guidance<br>Local – supplies of wipes, consistent messages to cleaners and caretakers. |
| What if there are a shortage of cleaners due to self-isolation or illness?                      | All members that are present in school | Spread of corona virus   | There is a contingency plan if cleaners have to self-isolate or are off ill.   | 2 - Low   | 2 - Low                       | LOW   | School has organised cover if a cleaner becomes ill.  | 2 - Low  | 3 - Medium                    | MEDIUM   | Head Teacher and cleaning staff             | ongoing                          | Green                         | School should explore what other agencies can be contacted to support the school in the short term if cleaning staff were unwell.   | National guidance<br>Local H&S guidance   |
| How can schools limit the 'surfaces' that are shared between home and school?                   | Children and adults contract Covid-19  | Spread of corona virus   | Children bring their own belongings into school but do not share these items with other class members.   | 2 - Low   | 2 - Low                       | LOW   | <ul style="list-style-type: none"> <li>• All correspondence out of school to be uploaded to the website and correspondence into school to come via a phone call or e-mail</li> <li>• All monies are now paid through parent pay and we are a cashless school.</li> </ul>  | 2 - Low  | 3 - Medium                    | MEDIUM   | Head Teacher / Office staff / Parents       | ongoing                          | Amber                         | Parents are not allowed to bring items into school and there will be a place for monies to be dropped off for school lunches.   |   |

END OF TABLE - DO NOT ENTER INFO BELOW HERE

7 - Possible COVID-19 Cases

NOTES

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

| CURRENT:    |                 |              |         |
|-------------|-----------------|--------------|---------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) | OVERALL |
| 1           | 3               | 0            | 5.50    |
| MEDIUM      |                 |              |         |

| FUTURE:     |                 |              |         |
|-------------|-----------------|--------------|---------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) | OVERALL |
| 1           | 3               | 0            | 5.50    |
| MEDIUM      |                 |              |         |

RISK BREAKDOWN

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

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

| Description of the risk / Hazard / Challenge  | Who is at risk of harm | How would these groups be harmed?   | What EXISTING controls or mitigations are in place today?   | Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) |                               | OVERALL CURRENT RISK level 1 - 25 (fills automatically) | What FURTHER actions will you take to control / mitigate the risk?  | Following completion of further actions, please estimate EXPECTED risk level (1 - 5) |                               | OVERALL FUTURE RISK level 1 - 25 (fills automatically) | Assigned person to complete further actions                        | Planned / Actual Completion date | RAG Status of Further Actions | Comments / Notes  | Links to relevant guidance / documents / sources of support          |
|---|------------------------|---|---|---|-------------------------------|---|---|--|-------------------------------|--|--|----------------------------------|-------------------------------|---|--|
|   |                        |   |   | Likelihood / prevalence of risk occurring   | Severity of Risk if it occurs |   |   | Likelihood / prevalence of risk occurring  | Severity of Risk if it occurs |  |  |                                  |                               |   |  |
| Pupil begins to show symptoms when in school (cough and/or temperature developing)  | Children / staff       | Become infected with covid-19   | When a child shows symptoms, they are immediately taken away from the rest of the group of children and parents are contacted to take the child home. They are placed in a room on their own with a window preferable open for ventilation. The room is cleaned once they have left the school site.  | 2 - Low   | 3 - Medium                    | MEDIUM  | <ul style="list-style-type: none"> <li>• Pupil isolated and sent home as soon as possible. The room and other areas accessed by the pupil is cleaned immediately once they have left the school site.</li> <li>• Parents are told to have their child tested as soon as possible and let the school know whether it is a positive or negative test. •Parents will be notified that there is a positive case, and recommend that children get a PCR test, and undertake twice weekly LFT testing (LFT testing for children if acceptable to parents). If you have continued with some local messes and mitigations. It is suggested as a minimum school ask all close contacts that the case may have had in their infectious period (2 clear days prior to day of symptoms onset/test (if no symptoms) through to 10 days afterwards) to get a PCR test.</li> </ul> | 2 - Low  | 3 - Medium                    | MEDIUM   | Class teacher / TAs / Head Teacher                                 | 1st June                         | Amber                         | Parents to be notified the procedures in school and informing them that their child is ill and the precautions they need to take e.g. call NHS111 and for the child to be tested. The parent information leaflet makes it clear what will happen if a child or adult becomes symptomatic. Children under the age of 18 do not need to self-isolate. It is recommended that any child or adult that has been in contact with a positive case, they should continue to use LFD tests. If they do not test their child they will not be allowed back in to school. Doubly vaccinated adults do not need to isolate but if they develop symptoms must get a PCR test. | National guidance  |
| School has PPE in school and we may require this if pupils develop symptoms and need assistance (particularly pupils with SEND) | Children / staff       | Become infected with covid-19   | The government advised that PPE is not required but the school uses gloves in school when children become unwell. Children who have a care plan for nappy changes are currently not attending school so PPE has not been required.  | 2 - Low   | 2 - Low                       | LOW   | School has ordered PPE including fluid resistant masks to be available in schools. All staff have been made aware when PPE should be worn via a school briefing and by having a copy of the information produced by the school for parents.   | 2 - Low  | 2 - Low                       | LOW  | Head Teacher / office staff / Class Teachers / TA                  | 1st June                         | Amber                         | PPE has been purchased and now awaiting arrival of the products. An "Action Box" has been set up and this will go into the care room so that staff can access when a child shows symptoms of Covid-19. Child is taken from the class and put into a ventilated closed room and an adult will watch over them until their parents come to collect.   | National guidance<br>Local authority procurement might be an option? |
| Member of staff begins to show symptoms when in school (cough and/or temperature developing)                                    | Staff & Children       | Become infected with covid-19   | The staff member will be asked to leave the school and go home. They should call NHS111 to get a test at the earliest date. Once the results come out the school will be informed. If it is negative then teacher comes back into school. If it is positive, then adults who are doubly vaccinated can remain in school but are advised to get a PCR test. Adults must quarantine if they display symptoms and await a test result. Anyone who has not had both vaccinations must isolate for 10 days. This is also the case if they have not received their second vaccine within 14 days. | 2 - Low   | 3 - Medium                    | MEDIUM  | <ul style="list-style-type: none"> <li>• 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). If positive then pupils within their bubble will be sent home and requested to self-isolate although the other family members in the household do not have to.</li> </ul>   | 2 - Low  | 3 - Medium                    | MEDIUM   | Head Teacher / office staff / Class Teachers / TA / catering staff | 1st June                         | Amber                         | Staff to receive updated information on the procedures if they become symptomatic. Staff must keep school informed.   | National guidance  |
| Staffing shortages as a result of staff self-isolating  | Staff / children       | Children will not be able to attend school and this may also affect the childcare offered to key workers/priority groups. | Due to the changes from 16th August, it is no longer a requirement for adults to self-isolate if they have been doubly vaccinated. This will alleviate staff shortages. However, if there is an outbreak, the school will contact Warwickshire Public Health and seek advice. Supply agencies will be contacted if the class remains open.  | 2 - Low   | 3 - Medium                    | MEDIUM  | <ul style="list-style-type: none"> <li>• The introduction of testing for staff who have symptoms (cough and/or temperature) should ensure that only staff with COVID-19 symptoms are absent</li> <li>• Cover internally where possible to reduce the risk of bringing the infection into the school. This may be preferable to bringing in supply staff who will not be aware of the social distancing rules that are in operation.</li> </ul>  | 2 - Low  | 3 - Medium                    | MEDIUM   | Head Teacher / office staff / Class Teachers / TA / catering staff | 1st June                         | Amber                         | Whilst teachers and staff are all well and healthy currently and staff continue to use LFD, there is no urgency for shortages of staff. However, if this becomes a significant issue, the Local Authority will be contacted.  | National guidance  |

END OF TABLE - DO NOT ENTER INFO BELOW HERE

8 - Transition

NOTES

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- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
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RISK OVERALL

| CURRENT:  |               |              |         |
|-----------|---------------|--------------|---------|
| LOW (1-4) | MEDIUM (5-12) | HIGH (13-25) | OVERALL |
| 6         | 1             | 0            | 3.00    |
|           |               |              | LOW     |

| FUTURE:   |               |              |         |
|-----------|---------------|--------------|---------|
| LOW (1-4) | MEDIUM (5-12) | HIGH (13-25) | OVERALL |
| 6         | 1             | 0            | 3.00    |
|           |               |              | LOW     |

RISK BREAKDOWN

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

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

| Description of the risk / Hazard / Challenge  | Who is at risk of harm     | How would these groups be harmed?   | What EXISTING controls or mitigations are in place today?  | Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) |                               | OVERALL CURRENT RISK level 1 - 25 (fills automatically) | What FURTHER actions will you take to control / mitigate the risk?   | Following completion of further actions, please estimate EXPECTED risk level (1 - 5) |                               | OVERALL FUTURE RISK level 1 - 25 (fills automatically) | Assigned person to complete further actions              | Planned / Actual Completion date | RAG Status of Further Actions | Comments / Notes   | Links to relevant guidance / documents / sources of support  |
|---|----------------------------|---|--|---|-------------------------------|---|--|--|-------------------------------|--|--|----------------------------------|-------------------------------|--|--|
|   |                            |   |  | Likelihood / prevalence of risk occurring   | Severity of Risk if it occurs |   |  | Likelihood / prevalence of risk occurring  | Severity of Risk if it occurs |  |  |                                  |                               |  |  |
| Transition into EY  | Children / staff / parents | Children from EY setting do not get their normal transition into their Reception class. The class teacher will not have sufficient information for their entry into school. | A video has been made by the Reception teacher to welcome the new parents and children. In the summer term, parents and child had a virtual meeting with the EYFS lead. EYFS children will attend school on Monday am or pm with parents to ensure they feel less anxious. Tuesday children attend either am or pm. On Wednesday children in EYFS are in full-time.  | 2 - Low   | 3 - Medium                    | MEDIUM  | <ul style="list-style-type: none"> <li>• Phone calls between the school and the parent/carer – information pack (including a range of photos of the school/setting and key members of staff) posted to the home address/ sent electronically</li> <li>• Share information from parent/carer electronically if possible. Possible Teams meeting could happen with new parents or the teacher speaking to them through teams or zoom.</li> </ul>   | 2 - Low  | 3 - Medium                    | MEDIUM   | Head Teacher/ EYFS class teacher / office staff          | ongoing                          | Amber                         | This process has started and it will be monitored to ensure children who start school feel less anxious. Starting the children earlier rather than later, will ensure children start their new curriculum without delay.   |  |
| Transition into Y1  | Children / staff / parents | Children starting Year 1 and staff from the Year 1 will not get their normal transition.  | Teachers are in constant discussions about their cohort with other members of the school and some information will have been discussed but not passed on formally. A 3 day transition took place at the end of term to welcome the new EYFS class into Year 1. We are a small school and EYFS and Year 1 during 2020-21 formed one bubble so the new Year 1 class will be familiar with their surroundings.                    | 2 - Low   | 2 - Low                       | LOW   | The Year 1 teacher has been in close proximity to EYFS and has taught EYFS for 3 days at the end of the summer term. Parents are familiar with the class teacher.  | 2 - Low  | 2 - Low                       | LOW  | Head Teacher/ EYFS class teacher / Year 1 class teachers | ongoing                          | Amber                         | The school has normal procedures for passing on information to the next year group. End of year tests took place in the summer term and information passed onto the new teacher with suggestions for catchup programmes.   | National guidance re social distancing Information packs – school level information Local and national guidance on curriculum adaptations – “recovery curriculum”. |
| Transition into other year groups within the same school  | Children / staff / parents | Children will not get their normal transition into their new year group and setting.  | Teachers are in constant discussions about their cohort with other members of the school and some information end of year test results were passed onto the new teacher with a formal Pupil Progress meeting taking place with the current teacher and new teacher. Children were able to spend 3 days at the end of term with their new class teacher so they felt more at ease and less anxious about starting the new year. | 2 - Low   | 2 - Low                       | LOW   | <ul style="list-style-type: none"> <li>• Teachers met their new class teacher. Where one class teacher was self isolating, a Teams meeting was set up to introduce herself.</li> <li>• Set a summer break task(s) that can be celebrated and revisited in the autumn term.</li> </ul>  | 2 - Low  | 2 - Low                       | LOW  | Head Teacher/ Year 2, 3, 4, 5, 6 class teacher           | ongoing                          | Amber                         | The school has normal procedures for passing on information to the next year group. However, children were able to have 3 days transition into their new class at the end of the summer term. Online homework was set by all classes for children to complete during the summer and celebrate at the start of the Autumn term. |  |
| Transition from Y6 to Y7  | Children and parents       | Children will not get their normal transition into their new year group.  | Information was passed onto secondary school using a new Excel sheet. Meetings took place between the class teacher and the secondary school.  | 2 - Low   | 2 - Low                       | LOW   | <ul style="list-style-type: none"> <li>• Phone calls between relevant primary school and secondary school staff (inc SENCOs) to continue.</li> <li>• No visits from Year 6 to Year 7 took place but there were summer school meetings for secondary schools.</li> <li>• If not, Y7 form tutors to arrange phone calls with individual pupils and their parents, possibly zoom or Teams could be used.</li> <li>• If possible Virtual tours and podcasts from members of staff of secondary schools to be placed on the secondary school’s website</li> <li>• Relevant information to be posted on the secondary school’s website.</li> <li>• Secondary SEND colleagues invited to SEND review of year 6 to be held virtually.</li> </ul> | 2 - Low  | 2 - Low                       | LOW  | Y6 Teacher/SENCO/ Secondary School staff                 | By mid June                      | Red                           | Primary schools sent bulk files of information to the secondary schools and visits with the Secondary teacher took place in our school setting. Summer schools were taking place in preparation for Year 6 transitioning to Year 7.  | National guidance Local guidance re transition   |
| Sharing information with Y11 / Y13 students in relation to Post 16 options/ university/job/apprenticeships/independent living | N/A                        | N/A   | N/A  | 1 - Very low  | 1 - Very low                  | LOW   | N/A  | 1 - Very low   | 1 - Very low                  | LOW  | N/A  | N/A                              | Green                         | N/A  |  |
| Transition into specialist provision where a place has been secured   | N/A                        | N/A   | N/A  | 1 - Very low  | 1 - Very low                  | LOW   | N/A  | 1 - Very low   | 1 - Very low                  | LOW  | N/A  | N/A                              | Green                         | N/A  |  |



|   |     |     |     |              |              |     |     |              |              |     |     |     |       |     |  |
|---|-----|-----|-----|--------------|--------------|-----|-----|--------------|--------------|-----|-----|-----|-------|-----|--|
| Issues with timetabling for the next academic year because pupils may not have selected their GCSE options and time is ticking on | N/A | N/A | N/A | 1 - Very low | 1 - Very low | LOW | N/A | 1 - Very low | 1 - Very low | LOW | N/A | N/A | Green | N/A |  |
|---|-----|-----|-----|--------------|--------------|-----|-----|--------------|--------------|-----|-----|-----|-------|-----|--|

END OF TABLE - DO NOT ENTER INFO BELOW HERE

9 - Finance

NOTES

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RISK OVERALL

| CURRENT:    |                 |              |         |
|-------------|-----------------|--------------|---------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) | OVERALL |
| 1           | 0               | 0            | 1.00    |
|             |                 |              | LOW     |

| FUTURE:     |                 |              |         |
|-------------|-----------------|--------------|---------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) | OVERALL |
| 1           | 0               | 0            | 1.00    |
|             |                 |              | LOW     |

RISK BREAKDOWN

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

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

| Description of the risk / Hazard / Challenge | Who is at risk of harm | How would these groups be harmed?   | What <u>EXISTING</u> controls or mitigations are in place today?   | Considering existing controls / mitigations, please assess <u>CURRENT</u> Risk Level (1 - 5) |                               | OVERALL CURRENT RISK level 1 - 25 (fills automatically) | What <u>FURTHER</u> actions will you take to control / mitigate the risk?  | Following completion of further actions, please estimate <u>EXPECTED</u> risk level (1 - 5) |                               | OVERALL FUTURE RISK level 1 - 25 (fills automatically) | Assigned person to complete further actions | Planned / Actual Completion date | RAG Status of Further Actions | Comments / Notes  | Links to relevant guidance / documents / sources of support |
|--|------------------------|-------------------------------------|--|--|-------------------------------|---|--|---|-------------------------------|--|---|----------------------------------|-------------------------------|---|---|
|  |                        |                                     |  | Likelihood / prevalence of risk occurring  | Severity of Risk if it occurs |   |  | Likelihood / prevalence of risk occurring   | Severity of Risk if it occurs |  |   |                                  |                               |   |   |
| The budget for 2021/2021 has been set        | All stakeholders       | Funding not available for key areas | At English Martyrs the Governors were sent to budget via email and were asked for comments etc. All governors approved the budget and this confirmation was again done by email. This has meant that the budget is set and has been placed on the financial management system in the school. | 1 - Very low   | 1 - Very low                  | LOW   | A Governor for finance has been holding several meetings with admin staff and headteacher to ensure that our budget carry forward is utilised accurately so that there is not a large carry forward and money is used throughout the year on items for children. | 1 - Very low  | 1 - Very low                  | LOW  | Head/ Chair of Governors                    | N/A                              | Green                         | A timetable is set for admin staff to review the budget each month. This will be monitored and evaluated by the finance governor and Headteacher. | Extension to budget setting deadlines confirmed by WCC      |

END OF TABLE - DO NOT ENTER INFO BELOW HERE

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
- 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:  |               |              | OVERALL |
|-----------|---------------|--------------|---------|
| LOW (1-4) | MEDIUM (5-12) | HIGH (13-25) | 1.75    |
| 4         | 0             | 0            | LOW     |

| FUTURE:   |               |              | OVERALL |
|-----------|---------------|--------------|---------|
| LOW (1-4) | MEDIUM (5-12) | HIGH (13-25) | 2.50    |
| 4         | 0             | 0            | LOW     |

RISK BREAKDOWN

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

| FUTURE:    |              |         |            |          |               |
|------------|--------------|---------|------------|----------|---------------|
|            | 1 - Very low | 2 - Low | 3 - Medium | 4 - High | 5 - Very high |
| Likelihood | 2            | 2       | 0          | 0        | 0             |
| Severity   | 2            | 2       | 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) |                               | OVERALL CURRENT RISK level 1 - 25 (fills automatically) | What FURTHER actions will you take to control / mitigate the risk?  | Following completion of further actions, please estimate EXPECTED risk level (1 - 5) |                               | OVERALL FUTURE RISK level 1 - 25 (fills automatically) | Assigned person to complete further actions | Planned / Actual Completion date | RAG Status of Further Actions | Comments / Notes   | Links to relevant guidance / documents / sources of support                                 |
|--|---|---|---|---|-------------------------------|---|---|--|-------------------------------|--|---|----------------------------------|-------------------------------|--|---|
|  |   |   |   | Likelihood / prevalence of risk occurring   | Severity of Risk if it occurs |   |   | Likelihood / prevalence of risk occurring  | Severity of Risk if it occurs |  |   |                                  |                               |  |   |
| Will summer building work still go ahead?  | N/A There is no building work being carried out in school.  | N/A   | N/A   | 1 - Very low  | 1 - Very low                  | LOW   | N/A   | 1 - Very low   | 1 - Very low                  | LOW  | N/A   | N/A                              | Green                         | N/A  | National guidance re contract management during COVID-19.                                   |
| There will be a backlog/delay in the ordering of food for school dinners if there is a sudden re-opening of schools                                | N/A Our food for dinners comes from Educaterers and they will order food in preparation for the re-opening of school. | All children would have to bring in their own packed lunch to school which could possibly increase the pass of the virus. | Caterers are preparing packed lunches for all the those in receipt of universal free entitlement and free school meals. Other children and staff can also order a packed lunch. No hot meal will be cooked. All meals have been provided through lockdown and this has worked extremely well. Kitchen has know for weeks what our plans are for meals when school reopens so they have been able to plan. | 2 - Low   | 2 - Low                       | LOW   | • kitchens will know in advance how many meals will need to be made as the school has a booking form for parents. This will enable them to plan | 2 - Low  | 2 - Low                       | LOW  | Head/office/Educaterers                     | 6th September                    | Green                         | Kitchen staff also work in the school so there is a high level of communication. | National guidance eg FSMs<br>Local negotiations/arrangements with Educaterers, if relevant. |
| There may be a shortage of disposable stock in school (hand towels, tissues, etc)  | caretaker/ children/staff   | Cleanliness and hygiene would not be adhered to and cause inevitable spread of Covid-19                                   | Stocks for handtowels etc from ESPO have been replenished and there is no issues with getting this type of stock.   | 1 - Very low  | 1 - Very low                  | LOW   | The school has already ordered these in advance of school opening on 6th September.   | 2 - Low  | 2 - Low                       | LOW  | Caretaker and office staff                  | ongoing                          | Green                         | School resources have already been ordered and delivery made in the summer term. |   |
| Reduced public transport service and a delay in the restart of LA organised transport may restrict/delay the ability to get all pupils into school | N/A   | N/A   | N/A   | 1 - Very low  | 1 - Very low                  | LOW   | N/A   | 1 - Very low   | 1 - Very low                  | LOW  | N/A   | N/A                              | Green                         | N/A  |   |

END OF TABLE - DO NOT ENTER INFO BELOW HERE

11 - Recruitment & Staffing

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

RISK OVERALL

| CURRENT:    |                 |              | OVERALL |
|-------------|-----------------|--------------|---------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) |         |
| 3           | 0               | 0            | 1.67    |
|             |                 |              | LOW     |

| FUTURE:     |                 |              | OVERALL |
|-------------|-----------------|--------------|---------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) |         |
| 3           | 0               | 0            | 2.00    |
|             |                 |              | LOW     |

RISK BREAKDOWN

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

| FUTURE:    |              |         |            |          |               |
|------------|--------------|---------|------------|----------|---------------|
|            | 1 - Very low | 2 - Low | 3 - Medium | 4 - High | 5 - Very high |
| Likelihood | 2            | 1       | 0          | 0        | 0             |
| Severity   | 2            | 1       | 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) |                               | OVERALL CURRENT RISK level 1 - 25 (fills automatically) | What FURTHER actions will you take to control / mitigate the risk?   | Following completion of further actions, please estimate EXPECTED risk level (1 - 5) |                               | OVERALL FUTURE RISK level 1 - 25 (fills automatically) | Assigned person to complete further actions | Planned / Actual Completion date  | RAG Status of Further Actions | Comments / Notes   | Links to relevant guidance / documents / sources of support |
|--|---|--|--|---|-------------------------------|---|--|--|-------------------------------|--|---|---|-------------------------------|--|---|
|  |   |  |  | Likelihood / prevalence of risk occurring   | Severity of Risk if it occurs |   |  | Likelihood / prevalence of risk occurring  | Severity of Risk if it occurs |  |   |   |                               |  |   |
| New staff need to be recruited for September                                       | Children / parents                        | Not being able to recruit staff would lead to more supply teachers within the class having an impact on learning and maintaining 'social bubbles' if still required. | A supply agency has been used to employ a temporary member of staff for Year 3 teacher cover as the Deputy and year 3 teacher role has been advertised. Interviews will take place on 20th September and the advert was published in July. Two advertisements went out for maternity cover teachers but no response to the advertisements. Two supply agencies were able to provide part-time teachers who will work as jobshares within the school. | 1 - Very low  | 2 - Low                       | LOW   | <ul style="list-style-type: none"> <li>Interviews for maternity cover was conducted online</li> <li>Lesson observations were unable to take place but observations of lessons will take place early in the term</li> </ul>   | 1 - Very low   | 1 - Very low                  | LOW  | Head Teacher/Governors                      | Year 3 teacher to cease at the end of December. Maternity cover to cease in April | Green                         | If a Deputy is not appointed then the Year 3 teacher to continue their work within the school and can be put onto a contract after the Autumn term.  | Safer recruitment Policy and guidelines                     |
| Can current NQT's complete their NQT year by July, or will it need to be extended? | N/A                                       | N/A  | N/A  | 1 - Very low  | 1 - Very low                  | LOW   | N/A  | 1 - Very low   | 1 - Very low                  | LOW  | N/A   | N/A   | Green                         | N/A  |   |
| Staff induction  | Children / parents / New members of staff | Staff are not inducted to the school correctly   | The Supply teachers in Year 2 and Year 6 will have met their jobshare teachers and have been in contact throughout the summer holidays. Safeguarding training will take place on 3rd September and supply teachers will attend.  | 1 - Very low  | 2 - Low                       | LOW   | <ul style="list-style-type: none"> <li>The new teachers will use their jobshare to "buddy up"</li> <li>Ensure all safer recruitment checks have taken place and the new recruits have been given the statutory policies e.g. Keeping Child Safe in Education.</li> </ul> | 2 - Low  | 2 - Low                       | LOW  | Head Teacher                                | ongoing   | Amber                         | New staff member to have a probationary period when as they have not been observed teaching. They are supply staff so if they do not complete a satisfactory probationary period they will not be asked to supply in the school. Both supply teachers have agreed to completing extra days for catchup programmes. | Safer recruitment Policy and guidelines                     |

END OF TABLE - DO NOT ENTER INFO BELOW HERE

12 - Miscellaneous

NOTES

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

| CURRENT:    |                 |              |             |
|-------------|-----------------|--------------|-------------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) | OVERALL     |
| 6           | 3               | 0            | 3.11<br>LOW |

| FUTURE:     |                 |              |             |
|-------------|-----------------|--------------|-------------|
| LOW (1 - 4) | MEDIUM (5 - 12) | HIGH (13-25) | OVERALL     |
| 6           | 3               | 0            | 3.67<br>LOW |

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

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

| Description of the risk / Hazard / Challenge  | Who is at risk of harm                             | How would these groups be harmed?  | What EXISTING controls or mitigations are in place today?  | Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) |                               | OVERALL CURRENT RISK level 1 - 25 (fills automatically) | What FURTHER actions will you take to control / mitigate the risk?   | Following completion of further actions, please estimate EXPECTED risk level (1 - 5) |                               | OVERALL FUTURE RISK level 1 - 25 (fills automatically) | Assigned person to complete further actions                        | Planned / Actual Completion date | RAG Status of Further Actions | Comments / Notes   | Links to relevant guidance / documents / sources of support             |
|---|--|--|--|---|-------------------------------|---|--|--|-------------------------------|--|--|----------------------------------|-------------------------------|--|---|
|   |  |  |  | Likelihood / prevalence of risk occurring   | Severity of Risk if it occurs |   |  | Likelihood / prevalence of risk occurring  | Severity of Risk if it occurs |  |  |                                  |                               |  |   |
| Pupils' uniforms are no longer suitable and families are reluctant (or unable) to buy new ones before September   | Parents / children                                 | Children wearing inappropriate clothing  | Parents have already been in contact if they could not afford their school uniform. Any pieces of surplus uniform was donated to these families. If this did not meet their requirements, they were put in touch with the Family Information Service and they were able to refer to Brokerage.   | 1 - Very low  | 1 - Very low                  | LOW   | All groups are expected to wear full school uniform, however where children have grown out of the uniform and/or getting replacements (especially school logo) there will be flexibility given.  | 2 - Low  | 2 - Low                       | LOW  | Head Teacher / Office staff  | 1st June                         | Amber                         | Parents will receive a letter from the Head Teacher informing them that if school uniform clothing should be in place for the start of September.  |   |
| Wrap around services – before and after clubs, breakfast club etc.  | N/A  | N/A  | N/A  | 1 - Very low  | 1 - Very low                  | LOW   | N/A  | 1 - Very low   | 1 - Very low                  | LOW  | N/A  | N/A                              | Green                         | N/A  | National guidance HR support  |
| Summer Schools for disadvantaged pupils   | N/A  | N/A  | N/A  | 1 - Very low  | 1 - Very low                  | LOW   | N/A  | 1 - Very low   | 1 - Very low                  | LOW  | N/A  | N/A                              | Green                         | N/A  | National guidance on use of Y17 catch up and/or PP?                     |
| Additional support and guidance for specific groups of pupils such as:<br>• EAL pupils<br>• Newly arrived to the UK<br>• Refugees<br>• Families with no recourse to public funds (NRPF) | N/A  | N/A  | N/A  | 1 - Very low  | 1 - Very low                  | LOW   | N/A  | 1 - Very low   | 1 - Very low                  | LOW  | N/A  | N/A                              | Green                         | N/A  | Local guidance from community groups Public Health guidance             |
| Staff training implications   | Staff / Head Teacher                               | Staff will not receive CPD and essential training for use of PPE   | All staff have been given training online with Educare. However, during 2020-21 virtual training took place so staff were able to continue to receive CPD  | 2 - Low   | 2 - Low                       | LOW   | • Staff are up to date with the use of remote learning and new staff will be taught by their jobshare. New Phonics has been set for training on 2nd September for EYFS, Year 1 and Literacy Subject Lead. This training is virtual   | 2 - Low  | 2 - Low                       | LOW  | Head Teacher / Class teachers / office staff / catering staff / TA | 1st June                         | Amber                         | Most training now takes place virtually  | Public health guidance. School nurse service?                           |
| Governors may be called upon to support leaders for example in appeals, challenging situations or communication with parents  | Governors / Head Teacher / Staff / Parents         | Parents and children will have the start of the year disrupted   | Governors are in contact with the school via Teams and their WeLearn accounts. However, Governors do have their own jobs and are voluntary. They may not always be available.  | 2 - Low   | 3 - Medium                    | MEDIUM  | • Governors should ensure that all school policies are up-to-date, reflecting the latest national and local guidance.<br>• Behaviour, attendance, safeguarding, social distancing, risk assessments will all need to be reviewed.  | 2 - Low  | 3 - Medium                    | MEDIUM   | Head Teacher / Governors / Staff                                   | ongoing                          | Amber                         | As new documentation and guidance comes out, it is important for the governors to be informed about new guidelines and guidance set for the reopening of schools. They will receive the FAQ letter and the Risk Assessment outlining changes.  | Local and national guidance from Governor Support services and the NGA. |
| Admissions – some parents may request to defer their child's place in Reception until the following year.   | Parents / children                                 | Child will not be admitted into the school, which will have an impact on their education going forward throughout primary and secondary.   | We have not been informed of a child that is due to start in September 2020 wanting to defer their year.   | 1 - Very low  | 2 - Low                       | LOW   | • Contact those parents who have not accepted the place<br>• Talk to them about their concerns and the implications of their decision<br>• After discussion if parents still wish to have a deferred place they must complete a Deferral Application Form for the LA to consider.<br>• Children must not be offered a deferred place without following the Local Authority process.<br>• Make sure you direct parents to the up to date policy on the WCC website to help parents in making their decision. The above information is for children who attend LA schools the process is different for VA school. For schools who have such request contact Rebekah Tonks in the Diocesan Education Service. | 2 - Low  | 2 - Low                       | LOW  | Head Teacher / Governors / Reception Class teacher                 | 1st June to 17th July            | Green                         | Our school have not been informed by any parents that they wish to defer their year.   | Local guidance – admissions and appeals team                            |
| Will Ofsted inspections begin as soon as schools return?  | Head Teacher / Teaching Staff / Parents / Children | During these unsettling times and new procedures being put into place, the normal running of the school is not happening and our school could be deemed inadequate because it is not functioning in a way that it should | Our school was due to have Ofsted in the Autumn term 2020. We await guidance on how Ofsted will catchup with visits. It is intended that Ofsted will return to a full programme of routine inspections from September 2021 and will aim to inspect every state-funded school within the next 5 academic years. This will mean an extension of up to 6 terms in the inspection interval for those schools not inspected since the start of the pandemic. Regulations will give effect to these arrangements. Within the 5-year period, Ofsted will continue to prioritise schools most in need of inspection, particularly those with the lowest Ofsted grades. It will also prioritise outstanding schools that were previously exempt from routine inspection that have gone the longest without a visit. | 2 - Low   | 3 - Medium                    | MEDIUM  | Ensure leaders and governors keep up to date on information sent by Ofsted. Ensure all the statutory procedures remain in place, particularly within the safeguarding arena.   | 2 - Low  | 3 - Medium                    | MEDIUM   | Head Teacher / Governors / Teaching Staff / Tas                    | ongoing                          | Amber                         | School would have been due for ofsted in the Autumn Term 2020 but this will now be delayed. An extension of up to 6 terms in the inspection interval for those schools not inspected since the start of the pandemic. The school has requested the support of the LA and has enlisted a supportive role of a coaching associate. | National guidance from DfE  |

|  |                  |   |   |         |            |        |   |         |            |        |                              |          |       |  |  |  |
|--|------------------|---|---|---------|------------|--------|---|---------|------------|--------|------------------------------|----------|-------|--|--|--|
| The new headteacher took up post on 1st July | Staff and Pupils | Acting Headteacher who was the Deputy Headteacher is now in a substantive post as Headteacher in the school | The school is seeking to employ a Deputy Headteacher and an advertisement is already in the public domain. Interview take place on 20th September and this role will begin on 4th January 2022. | 2 - Low | 3 - Medium | MEDIUM | Plans are already in place with governors agreement for the post of Deputy Head Teacher to be filled. | 2 - Low | 3 - Medium | MEDIUM | Governors/Acting Headteacher | 1st June | Green |  | A contingency plan will be put into place if a Deputy Headteacher is not recruited for 4th Jan 2022. |  |
|--|------------------|---|---|---------|------------|--------|---|---------|------------|--------|------------------------------|----------|-------|--|--|--|

END OF TABLE - DO NOT ENTER INFO BELOW HERE

