Every Child Matters Academy Trust   **LAITHES PRIMARY SCHOOL**
Risk Assessment for School Opening January 2021

This is centred on Government and Union Guidance to date, including sections 44 and 100 of Employment Rights Act 1996

Risk Description	Control Measures	Comments / Supporting evidence (where appropriate)
Organisation		
Pupil numbers cannot be safely accommodated	- School recovery plans made based on opening of school to vulnerable children and children of Key Workers in primary and all children in nursery provision in January - Bubbles to continue being Class / Year based depending on school organisation - Staff plan in place with designated staff allocated to specific classes (where they will remain to avoid cross contamination). Reviewed on a continuing basis to account for any staff absence, including staff following union guidance from the beginning of term. - Staff that have to work with more than one bubble i.e. Sports Co-ordinators, HLTAs will maintain social distance from children and other adults - Class pupils remain together with their teacher and do not mix with other pupils. - SEN pupils to be provided 1:1 cover by same member of staff - No staff will be asked to undertake duties outside of their JD. - Timetable and arrangements for each class / Year group agreed - Arrangements in place to continue provision of remote learning for pupils not in school - Schools to utilise other available rooms / spaces when necessary.	Class bubbles – maximum 15
Classroom sizes will not allow adequate social distancing	- No changes in the modelling of classrooms, with chairs and desks in place and forward facing and, wherever possible, allowing for social distancing - All unnecessary equipment / desks etc. removed to reduce the number of contacts between all persons within their bubble - Clear signage displayed in classrooms promoting social distancing. - Hall(s) being used as required - Arrangements reviewed regularly - Classrooms appropriately resourced to ensure effective T&L	
Configuration of staff rooms and offices makes compliance with social distancing difficult	- Staff room and offices have been re-modelled to allow for social distancing between staff. In addition: - Staff will use their own cups, plates and cutlery - Any fabric chairs will be cleaned as part of a periodic deep clean - Use of classroom staggered Alternative locations to be considered as appropriate. Staff to be consulted on preference re break times with the use of classrooms being encouraged rather than communal areas.	Break times and lunchtimes are staggered to keep each bubble separate.
No or insufficient guidance for moving around school	- Circulation plans have been reviewed and schools can manage movement and ensure social distancing, through: - Co-ordinating and timetabling group breaks (staggered) to ensure only one group is using the corridors at any time and so avoid congestion - Removal of unnecessary furniture from the corridors - Limiting the number of children using the toilets at any one time - Minimising the movement of pupils around school as much as possible and existing policy of walking in single file to continue 1:1 supervision where required - Provision of hot meals in separate sittings within dining hall and main hall. Cleaning between bubbles. - Identification of any pinch points/bottle necks. - Removal of any furniture likely to cause issues with free movement of pupils and staff - Use of laminated posters in re-enforcing the correct use of the corridors *If the above is not sufficient, schools can, in addition:* - Introduce one-way systems. - Divide corridors where feasible. - Floor markings as appropriate - Circulation routes are clearly marked with appropriate signage. Pupils are briefed regularly regarding observing social distancing guidance whilst moving around school.	Pupils sit upon entering the dinner hall. Meals served at tables by staff wearing a mask and visor to avoid any queue or touching of contact points in serving area.

Pupils may not observe social distancing at break and lunchtimes	• Break and lunch times are staggered. • External areas are designated for different groups. • Pupils are reminded about social distancing as break times begin. • Social distancing signage is in place around the school and in key areas. • Supervision levels are appropriate, especially with younger pupils, to support social distancing. *In addition to the above, the following is in place for lunch times*: • Pupils are reminded about social distancing as lunch break begins. • Pupils wash their hands before and after eating. • Eating areas in the classroom are cleaned before and after use.	Packed lunches – lunch bags kept within classroom bubbles. No use of shared cloakrooms anywhere in the building. Each bubble has own allocated play times and designated equipment.
Ineffective supervision in use of toilets	• Pupils reminded that they can only use the toilet one at a time. • Where possible designate toilets for specific groups (make unisex) • Where possible pupils escorted to the toilet by a member of staff • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. • Staff to wipe door handles and taps before / after use	
Excessive number of adults / pupils at any one time in one location e.g. at drop off / pick up times, hand sanitisation stations etc.	• Staggered school start / finish times • Social distancing re-enforced through external ground markings (spray paint) and signage at key points e.g. entrance / exits, school pathways indicate 2 metres distance • Designated drop off / pick up points • Use of available entrances and exits is maximised *In Reception area:* • Parents / visitors to school by appointment only other than in emergencies (use of telephone contact promoted). Track and Trace form to be completed upon arrival. Risk assessment available for all visitors. • Non-essential deliveries and professionals from support agencies to school are minimised. If visits are made: • Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). • Reception window kept closed when communicating with visitors, table located in Reception area for the drop off of documentation and deliveries left in Reception area • Reception staff apply guidelines and restrictions for visitors Parents / carers regularly reminded, at least weekly, of expectations.	*Evidence* School specific action plans developed by heads for the managing of adults / children bringing in / taking from school that will ensure 2 metre distancing is in place e.g. circulation routes, ground markings. Instructions sent to parents in advance (email / letter). Supply teachers, peripatetic teachers and/or other temporary staff should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual, providing their own risk assessment. A record is to be kept of all visitors.
Staffing		
Reduction in the capacity of Trust Leadership (CEO, Head, BD and SBMs) due to contracting Covid19	• CEO and BD to work from home where possible. When coming into school separate rooms will be used. • Heads / Deputy Heads to oversee the operation of the school and not be attached to any one Group of pupils and remain outside of pupil 'bubbles' wherever possible If self-isolating due suspected or confirmed case of Covid19 (mild symptoms): *CEO* • Continued leadership of the Trust and its schools whilst working from home • Continued support of heads and BD under the direction of the CEO • Regular updates for trustees / LGB and monitoring by the Trust to ensure continued effective running of schools throughout the crisis *Heads / BD/ SBMs* • Continued leadership of the school whilst working from home • Support from CEO, BD, other heads and SBMs in the Trust If a confirmed case of Covid19 is more serious resulting in the inability to work and long term absence: *CEO* • Heads, BD and SLT of schools follow prepared action plan including delegated leadership roles • Intensive support of heads and BD on an individual and collective basis with delegation of tasks as required • Mobilise resources from within the Trust to support individual school's if required • Longer term delegation of work to other SLT • Day to day monitoring of the position and action by the Board of Trustees • Updates provided to the LA and DfE with support provided as required *Heads / BD / SBMs* • More intensive support from the CEO / BD • Support from CEO, BD, other heads and SBMs in the Trust • Cluster heads support as required	

	• Regular updates for LGB and Board of trustees to ensure continued effective running of schools throughout the crisis • Clear guidance re senior staff roles • Clear cover arrangements • Access to school management for guidance and support	
School does not have enough staff to teach classes, meet statutory requirements in school and/or operate effective home learning	• All staff available for working in school identified. Those in receipt of a shielding / GP letter to work from home • Catering staff are aware of safe working practices • Staff numbers monitored on a daily basis and expected return dates for those self-isolating • Full engagement of those staff who are self-isolating or shielding but who are well enough to plan / review online learning. • Number classed as clinically extremely vulnerable is at a manageable level • Effective staff testing to help manage staffing levels and support staff wellbeing • Use of supply (confirmation of no Covid symptoms) • School will be closed should there be insufficient staff to keep children safe. Emergency resilience plans will be followed.	***Supporting Evidence*** • Staff Health Questionnaire • CEV – Clinically Extremely Vulnerable Persons Guidance and staff confirmation of working from home or at school • Daily staff absence returns • RA for staff classed as vulnerable wishing to return to work • Guidance re staff self-referral for testing
No contingency for the absence of IT staff	• Arrangement in place with Code Green for support in the event of one or both IT technicians being off due to suspected / confirmed case of Covid19.	
Staff classed as vulnerable or those who are shielding are not identified and so measures have not been put in place to protect them	• All members of staff with underlying health issues, those within vulnerable groups or who are shielding have let the school know through the completion of a Health Questionnaire and Vulnerable Adult form. • Any updated government advice will be followed regarding members of staff with underlying health conditions • Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.	***Supporting Evidence*** • Staff Health Questionnaire • Vulnerable Persons Guidance and staff confirmation of working from home or at school. If a member of staff classed as vulnerable but wanting to work in school will be allocated duties
Pregnant Staff do not have protective measures	• Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools. All pregnant women should take particular care to practise frequent thorough hand washing, and cleaning of frequently touched areas in their home or workspace, and follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. • Pregnant women are not advised to be vaccinated against COVID-19. An employer's workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). • Any risks identified must be included and managed as part of the general workplace risk assessment. • As part of their risk assessment, employers should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks	• Risk assessment carried out for pregnant staff. • Reduce direct contact with children and other staff. • After 28 weeks recommend working from home to reduce contact to maximum.
New staff have no opportunity to familiarise themselves with the school and its policies and procedures	• Online induction using various media e.g. presentations, videos, virtual tours etc. • Issuing of staff handbook and key policies	
Testing is not used effectively to help manage staffing levels and support staff wellbeing	• Guidance on getting tested has been issued to all staff.	The risk of false negatives remains and further testing may be appropriate ***Supporting Evidence*** Guidance re staff self-referral for testing
Pupil Behaviour		
Pupils' behaviour on return to school does not comply with social distancing guidance	• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. • Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. • Messages to parents reinforce the importance of social distancing. • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided at all times. • Break times and lunch times are structured to support social distancing and are closely supervised. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. Children are reminded of expectations on a daily basis. • EHCPs / Positive handling plans and / or RAs updated with measures to mitigate additional risks associated with Covid19 for pupils where social distancing cannot be maintained and physical intervention required i.e. child is familiar and comfortable with	As schools hold school specific behaviour policies these should be reviewed and adapted where appropriate to take account of any impact resulting from Covid19 ***Supporting Evidence*** Positive Handling Plans / EHCPs updated with means of mitigating, as far as possible, increased risks associated with Covid19 (tailored to individual needs) i.e. physical intervention for scratching, punching, spitting.

	supervising staff wearing PPE, staff aware of common triggers and the de-escalation strategies to be employed, wearing of appropriate PPE at all times, support of another adult etc. Plans / RAs tailored to the needs of the child. • In the unlikely event that representatives from support services visit school, they will be instructed to follow the school's guidelines on maintaining social distancing	
Health and Safety		
Appropriate action not taken when there is a suspected / confirmed case of Covid re pupil, staff or parent	• Staff, pupils and parents aware of procedures in the event of a suspected / confirmed Covid case • Action plans in place for heads, including key contacts (DfE, Local PH team) to consult regarding closure of bubbles • Any updates or changes to government guidance will communicated in a timely and effective way to all stakeholders. • Covid 19 section on the school website provides the latest government guidance and school specific documentation e.g. how to make self-referrals for testing • Procedures to be reviewed in line with any changes in Government guidance re confirmed cases in the school community	
Cleanliness of the school and equipment is not maintained to high standard	• Deep clean of all areas of school prior to opening • Room closure and deep cleaning of classrooms with any identified positive cases – carpets, walls, windows etc deep cleaned in addition to normal cleaning service. • Cleaning staff, including the caretaker, on site throughout the day • Morning and evening cleaning of all areas of school • Staff responsible for regular sanitising of PCs, keyboards etc. • Sanitising of equipment in other areas e.g. photocopier to be undertaken after each use • Play equipment, including loose external (if applicable), to be wiped down after use • Throughout the day, regular cleaning of hot spots by caretaker / cleaners • External fixed play equipment not to be used • Appropriate use of soft furnishings • Any fabric chairs will be cleaned as part of a periodic deep clean • Shared resources kept to a minimum and cleaned after every use, including books. Pupils will be allocated their own pack of equipment that will remain on their own designated desk and cleaned at the end of each day by them. • Regular washing of hands etc.	Cleaning Plan developed with Norse, additional day time cleaner employed for two hours extra. *Supporting Evidence* Cleaning Plan
School does not have effective cleansing systems in place	• Long standing Government guidance followed i.e. regular washing of hands, alcohol hand rubs, hand sanitisers • All children returning to school to be reminded of expectations regarding hand washing etc. Staff managing each group will ensure washing of hands takes place on entering and leaving school and pre/post break times. Assistance for those that struggle to do so independently. Touch points to be cleaned before / after use. • Soap and warm water available in all children's toilets, areas used for personal care of pupils, staff toilets, classrooms and kitchen areas. • Hand sanitisers will be made available throughout school • Caretaker will complete daily checks on all soap / sanitiser dispensers and will ensure that they are filled. If the soap / sanitiser dispensers are found to be empty during the school day it will be the responsibility of the member of staff who discovered it to inform the school office / SLT who will make arrangements for it to be filled as soon as possible. • Sterilising wipes (alcohol based) to be provided for key touch points e.g. in reprographics room • Provision of tissues in appropriate locations, including all classrooms, for 'catch it, bin it, kill it' (gloves available if needed) and pupils reminded of expectations in their use • Provision of tall lidded bins in classrooms and throughout school • Only rooms with windows that can be kept opened to be used • Internal doors to be kept open to aid ventilation and minimise contact with door handles. Where this is not possible, sanitising wipes to be used. • Regularly wiping down of touch points • Hand dryers – having consulted various parties, including PFI contractors, regarding the risk, these will remain in use with regular reminders regarding the need to wash hands for 20 seconds prior to use • Air conditioning will not be used in those schools that have it, the alternative of allowing circulation through the opening of windows (and doors where allowed) will be used • Where drinking fountains are in place, these will not be used • Limit the amount of shared resources • Pupils and teachers can take books and other shared resources home • Posters reminding pupils and staff of responsibilities e.g. in washing hands regularly in place at key areas throughout school • Sufficient stock of all products maintained through regular audits (at least weekly) of sanitiser dispensers, wipes and tissues to ensure re-orders completed in a timely fashion • Pupils to bring in their own water bottles	*Supporting Evidence* Posters located around school
First Aid provision is inadequate	• At least two registered first aiders and paediatric first aiders on site at all times • Stock checks of first aid equipment are regularly undertaken	*Supporting Evidence* Updated FA policy

	• A room in school is designated as a medical room that is to be used to hold children exhibiting Covid systems until collected by a parent. Room to allow at least 2m distancing, ventilation for airflow and access to nearby toilets (PPE to be worn and room to be deep cleaned after use).	
School does not have appropriate PPE for staff	• The Trust has developed PPE guidance based on NHS staff guidance (rather than government advice). • Rolling three months' supply of face masks is held for all staff • Further PPE for 'intimate' care is held • Gloves • Aprons • Goggles Designated bins located throughout school for the safe disposal of PPE after use. Pedal bins will be used wherever possible and others will have lids that will be sanitised at the beginning / lunchtime and end of day	DfE recommendation, to date, is that PPE is not needed in schools (other than for intimate care). More generally it advises that PPE, such as masks, be worn when working with others in confined spaces and the Trust's view is to be over cautious in protecting its staff and provide masks for day to day use. Staff have the available resources for PPE to use both Mask and visor. *Supporting Evidence* PPE Guidance
Fire procedures are not appropriate for new arrangements	Fire procedures reviewed and revised as required, due to: • Possible absence of fire marshals • Social distancing rules during evacuation and at assembly points • Possible need for additional assembly point(s) to enable social distancing where possible • Staff and pupils have been briefed on any new evacuation procedures. • Fire marshalls have been trained and briefed appropriately. • Plans for fire evacuation drills are in place which are in line with social distancing measures.	*Supporting Evidence* School specific fire procedures / evacuation plans
Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	• Parents have been provided with clear guidance and this is reinforced on a regular basis. • Covid 19 page on the school website provides relevant information • Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. • The school, and parents are clear about the definitions and associated mitigating strategies relating to people who are classed as clinically vulnerable and clinically extremely vulnerable. • Schools have a regularly updated register of pupils with underlying health conditions.	*Supporting Evidence* Vulnerable Persons Guidance
Staff cannot travel safely to and from school	Member of staff to advise school if there are problems in travelling to and from school. From these discussions a way forward will be determined, including working from home.	
Social distancing of pupils using school transport is not possible	Providers / LA have confirmed that, following their risk assessments, social distancing on the transport provided will be accommodated	One school in the Trust has a Resource Provision. A number of the children who attend use transport arranged by the LA. Assurances have been given that, following their risk assessments, social distancing will be maintained *Supporting Evidence* Email correspondence between LA and school 20 May 2020
Mental Health – children and staff		
Pupils' mental health has been adversely affected during the period that the school has been closed and returning to school with a significantly changed environment	• Schools have Thrive trained staff • Schools have trained staff to deliver PHSCE/SEMSH support for vulnerable pupils. • Staff are receiving Trauma Informed Schools training • Access to external agencies and therapists as required • Wellbeing/mental health is discussed regularly in PSHE • Parents / pupils to be signposted to websites to support the mental health	
The mental health of staff has been adversely affected during the period that the school has been closed	• Staff are encouraged and reminded to raise any anxieties they may be feeling with their line manager • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff will be signposted to useful websites and resources • Referrals to OHU	
Pupils and staff are grieving because of loss of friends or family	• Schools have Thrive trained staff • Staff are receiving Trauma Informed Schools training • Access to external agencies e.g. Educational Psychologists and therapists as required • OHU referrals	
Communication		
Ineffective communication with key stake holders	Communications strategies for the following groups are in place: • Staff - email / online meetings	*Supporting Evidence*

	• Pupils – SeeSaw, dojo etc. • Parents - email, Teachers2Parents, SeeSaw (other online communication media) • Trust – email / online meetings • LGB - email / online meetings • Local authority - email / online meetings Regular updates provided.	Parent friendly recovery plan and other relevant information available on the school website
Staff, pupils and parents are not aware of the school's procedures for self-isolation / closing of bubbles	• Staff, pupils and parents have received clear communications informing them of procedures in the event of a suspected / confirmed Covid case • Guidance has been explained to staff and pupils for return • Any updates or changes to government guidance will communicated in a timely and effective way to all stakeholders. • Covid 19 section on the school website provides the latest government guidance and school specific documentation e.g. how to make self-referrals for testing	Update websites if required
Leaders are informed of a positive Covid-19 case out of working hours	• Headteacher to contact Trust CEO • Leaders to follow LA guidance **COVID-19 Outbreak Plan** and contact Public Health England • Headteacher to contact LA emergency contact Mel-John Ross, Meigan Oxley using numbers distributed • Communicate outcome with necessary parties re closure/non-closure of 'bubble'	LA Covid -19 Outbreak Plan and supporting letters
Policy		
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school • Staff, pupils, parents, governors and trustees have been briefed	As dependent on individual school circumstances; Attendance, Behaviour and Attendance policies to be updated by Heads *Supporting Evidence* Updated policies
Governors / trustees are not fully informed or involved	• Online meetings are held with governors / trustees together with the issuing of emails • Key decisions about the opening plans are shared with the Chairs of LGBs / Board of Trustees • Governors / trustees are updated on the latest government guidance and its implications for the school.	
Lack of Trust / LGB oversight during the COVID-19 crisis leads to misunderstandings.	• The Board / LGB continues to meet regularly via online platforms (Zoom and / or Teams). • The Trust Board / LGB agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. • The Heads report to LGB includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. • Regular dialogue with the Chair of the Board / LGB and those with designated responsibilities is in place. • Minutes of meetings are reviewed to ensure that they accurately record Board / LGB oversight and holding leaders to account for areas of statutory responsibility.	*Supporting Evidence* Meeting agendas, minutes / notes and associated documentation
Teaching and Learning		
Additional anxiety caused by the lack of transitional opportunities for pupils moving into their next phase	• Pastoral staff to communicate with pupils and their parents about the next stage in their education and address any concerns • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Regular communication with feeder secondary schools to keep up-to-date with transition plans • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned.	Any transition will depend on the current Covid situation and will be monitored closer to the summer term.
Pupils remaining off school will fall behind in their learning and progress during school closures and achievement gaps will widen	• Remote learning to continue and complement in-school learning • Curriculum design prioritises support for children to transition back into school and address any anxieties around this • Intervention strategies will be used for those pupils who have fallen behind in their learning as appropriate	
Free School Meals		
Pupils eligible for free school meals do not receive a school meal	• Children who are FSM and not attending school at all will receive fortnightly food hampers. • Children qualifying for FSM when attending school will receive hot meals and those attending part time will be offered a grab-a-bag to collect on days not in school.	