



"Let your light shine" Matthew 5:16

St. George's C of E First School and Nursery is a community of happy, confident people, who are empowered and inspired to excel.



COVID-19 – Restricted attendance during the national lockdown – January 2021

Part A: Assessment Details

Location:	St. George's C of E First School and Nursery	Name of person(s) undertaking assessment:	Marie Bradbury
School Name and address:	Stevenson Avenue, Redditch. B98 8LU	Signatures:	
Method communicated to staff:	Email	Date of Assessment	19 <sup>th</sup> January 2021
Date communicated with staff:	19.01.2021	Date of planned review:	Early February 2021

Background and context:

**When schools re-opened to some pupils in June 2020 a risk assessment was written and hygiene controls and protective measures were established as per the DfE guidance at the time. This risk assessment was regularly reviewed and updated between June and November 2020. In November and December 2020 a number of staff and pupils received positive COVID test results in our school community and a new variant was identified in the UK. This, along with escalating infection rates and rising hospital admissions led to a national lockdown with effect from 6<sup>th</sup> January 2021. This national lockdown means that schools have had to restrict attendance and should only allow children who are vulnerable and the children of critical workers to attend. Nursery classes in schools should continue to remain open and allow all children to attend for their usual hours. This means that there are significantly fewer children in school and therefore because protective measures and hygiene controls were so well established in the Autumn term and will be maintained throughout this lockdown the risks of COVID transmission in school are significantly reduced. Where measures are well-embedded these are now in the 'background and context' section for each theme. The risk assessment for each theme therefore reflects any additional risks associated with lockdown 3 and the additional measures that are being put in place to mitigate against them.**

Public Health England (June 2020) established that there are significant inequalities in how BAME groups are affected by the COVID-19 infection. This is of particular significance at St. George's as 67% of our pupils and 5 members of staff are in BAME groups. There are a number of reasons why people in BAME groups are negatively impacted by COVID-19 and "More, high quality research is needed before firm conclusions can be reached." (PHE June 2020). Factors that have been identified and considered so far include housing, socio-economic inequality, occupational risks (i.e. jobs with higher risk of COVID-19 exposure) and historic negative experiences of healthcare or at work meaning that individuals in BAME groups are less likely to seek care when needed. As a school we are aware of families experiencing housing challenges and socio-economic disadvantage and have identified children in these families as 'vulnerable' (see themes 3, 7 and 9). The deployment of staff/rota reduces BAME employee's potential exposure to and acquisition of COVID-19. Another significant factor not yet identified by PHE is low levels of literacy in English meaning that people may not be aware of or fully understand the significance of the key protective measures in place at school, local and national level or the protocols to follow if they develop symptoms of COVID-19 (this has been addressed in theme 6 of this document).

Structure and organisation of this document: There are 12 themes and for each theme there is a background and context section. This is where the current measures and plans are explained. This is then followed by the risk assessment – where the key hazards, the potential impact and the further measures to be put in place are detailed. The 12 themes and what is included within them is detailed below. The shading of the boxes below indicates the RAG rating for each section based on the matrix on the following page.

Theme 1: Protective measures and hygiene	Theme 4: Staffing	Theme 7: Pupil and staff well-being	Theme 10: Suppliers
Theme 2: Accommodation and site usage	Theme 5: Governance	Theme 8: Learning – in school and online	Theme 11: Transport
Theme 3: Safeguarding	Theme 6: Communication	Theme 9: Vulnerable learners/families	Theme 12: Costs

		Impact				
		Trivial	Minor	Moderate	Major	Extreme
Probability	Rare	Low	Low	Low	Medium	Medium
	Unlikely	Low	Low	Medium	Medium	Medium
	Moderate	Low	Medium	Medium	Medium	High
	Likely	Medium	Medium	Medium	High	High
	Very likely	Medium	Medium	High	High	High

#### Roles and responsibilities

	Who is responsible?		Who is responsible?
Theme 1: Protective measures and hygiene	Headteacher, Caretaker, cleaning staff and all staff	Theme 7: Pupil and staff well-being	SLT
Theme 2: Accommodation and site usage	Headteacher, caretakers, cleaners and all staff	Theme 8: Learning – in school and online	HT/DHT and class teachers
Theme 3: Safeguarding	DSLs and all staff	Theme 9: Vulnerable learners/families	DSLs and SENDCO

Theme 4: Staffing	Headteacher/SLT	Theme 10: Suppliers	SLT/Central team
Theme 5: Governance	CEO/Board of directors	Theme 11: Transport	SLT/administrative staff
Theme 6: Communication	SLT/administrative staff	Theme 12: Costs associated with expanded opening	Central team/school-based office staff

## Part B: Hazards and controls

### Theme 1: Protective measures and hygiene

#### Background and context:

**During November and December 2020 five staff and four pupils received positive test results, this led to a number of bubble closures and a review of the protective measures and hygiene controls. The school currently has the following measures in place:**

- Health and safety policy and other associated policies include a COVID-19 section.
- All staff are issued with up to date information and national guidance about the signs, symptoms and transmission of COVID-19.
- Where appropriate, this is shared with pupils to prevent the spread of misinformation.
- Social distancing and handwashing are well embedded into daily practises and routines.
- There is a one way system in place for when parents drop off and collect their children.
- Movement of pupils around school is minimal and where possible external doors/paths are used to access the hall for PE.
- Face coverings are worn by staff on the gates and at classroom doors and by parents at drop off and collection times. Unless they are medically exempt, no visitors are allowed to enter the school site unless they are wearing a face covering.
- There is high profile signage on the external gates and fences reminding people not to enter the site if they are symptomatic and about social distancing.
- All staff have been regularly issued with guidance regarding social distancing and hand-washing and use of PPE.
- Protective measures and hygiene controls are frequently revisited with staff and often reinforced with pupils and there is a school-wide understanding of the preventative measures that need to be in place.
- When staff sign in to work on a daily basis, they are confirming that that DO NOT have any symptoms of COVID-19.
- Staff proactively seek advice from the HT if they feel unwell. HT frequently advises staff who are displaying any symptoms to get a COVID-19 test.
- Anti-bacterial wipes are located close to all frequently touched surfaces e.g. in the kitchen areas, next to the photocopiers. Staff wipe down all handles and touch screens before and after use.
- Other key touch points e.g. door handles/plates, light switches are wiped using anti-bacterial wipes first thing each morning and in the middle of the day. Classroom based staff wipe down hard surfaces (e.g. table tops regularly throughout the school day) with anti-bacterial spray and disposable cloths.
- Laptops/i-pads used by staff and pupils are wiped with anti-bacterial wipes between users.
- Staff based in offices wipe other frequently touched surfaces e.g. phones/intercoms.
- External doors and windows are opened at the start of the school day by the caretaker to ensure adequate ventilation. High level windows remain open throughout the school day. External doors are left open when a room is not in use (e.g. at break and lunchtimes) to ensure a surge of clean air.

Identify significant hazards	Identify who may be harmed and how		Precautionary measures in place/to be put in place
	Who?	Type of harm	
Protective measures and hygiene controls may not be implemented rigorously or consistently.	Children and young people, staff, families, visitors.	Increased risk of COVID-19 infection.	Caretaker and SLT monitor cleaning processes through observation and checking sign off sheets.

Identify significant hazards	Identify who may be harmed and how		Precautionary measures in place/to be put in place
	Who?	Type of harm	
Potential confusion about when and why PPE (face masks, gloves, aprons etc.) may increase anxiety among children, staff, parents and visitors and also inadvertently increase the risk of transmission.	Children and young people, staff, families, visitors.	Increased anxiety among children, staff, parents and visitors and also inadvertent increased risk of transmission of COVID-19 infection.	<p>According to Government guidance PPE is only needed in a very small number of cases:</p> <ul style="list-style-type: none"> <li>• children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</li> <li>• if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult.</li> </ul> <p>First Aiders will be issued with a personal, transparent face shield to wear when they need to be in close proximity to a child e.g. if they have a nose bleed, bumped/knocked their teeth etc. The first aider will then be responsible for sanitising their own shield before they next use it.</p> <p>Staff are strongly recommended to wear face coverings in communal areas. Although corridors are not communal areas as they are not 'official' meeting places, if they wish to wear face coverings in the corridor areas then this is permitted.</p>
A pupil or staff member becomes unwell with COVID-19 symptoms whilst on site.	Children and young people, staff, families.	Increased risk of COVID-19 infection.	<p>If anyone in an education or childcare setting becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow the <a href="#"><u>COVID-19: guidance for households with possible coronavirus infection guidance</u></a>.</p> <p>If a child is awaiting collection, they should be moved to the deputy headteacher's office where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. The window will be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p>

Identify significant hazards	Identify who may be harmed and how		Precautionary measures in place/to be put in place
	Who?	Type of harm	
Insufficient supplies of PPE.	Children and young people, staff, families.	Increased risk of COVID-19 infection and other infections.	PPE has been purchased to cover the schools needs. PPE supplies are regularly audited and more supplies are ordered when required.
Known or suspected COVID-19 case in a pupil or staff member who within the last 10 days has had contact with pupils/colleagues or been on the school site.	Children and young people, staff, families.	Increased risk of COVID-19 infection.	<p>Cases of COVID-19 will lead the closure of the whole bubble until test results come back or for 10 days.</p> <p>During that time the rooms used by the affected person will be sealed and deep cleaned - including the deputy headteacher's office.</p> <p>All staff and children who display symptoms of coronavirus will be encouraged to get tested.</p> <p>School leaders/staff will liaise with the member of staff or family concerned to provide support and guidance as necessary.</p> <p>Where the child, young person or staff member tests negative, they can return and the fellow household members can end their self-isolation.</p> <p>Maintain level of information so that staff and parents/carers understand:</p> <ul style="list-style-type: none"> <li>• That they must not come to school if they have symptoms;</li> <li>• They/their child will be sent home to self-isolate if they develop symptoms at school;</li> <li>• That they will be to be ready and willing to book a test via NHS 119 or <a href="https://self-referral.test-for-coronavirus.service.gov.uk/antigen/name">https://self-referral.test-for-coronavirus.service.gov.uk/antigen/name</a>; If it is unlikely that the parent will get themselves or their child tested provide parents with one of the home testing kits being provided by the DfE.</li> <li>• Need to provide details of anyone they have been in close contact with if they were to test positive for COVID-19;</li> <li>• Need to self-isolate if they have been in close contact with someone who develops coronavirus.</li> </ul> <p>This will be accomplished through signage, information on the website which includes links to multilingual versions of the latest guidance, newsletter reminders and conversations with parents/carers on the gate and via the office.</p> <p>Schools are notify the Worcestershire County Council Local Outbreak Response Team (LORT) of confirmed cases:  Website: Online notification form Email: <a href="mailto:WCCHealthprotection@worcestershire.gov.uk">WCCHealthprotection@worcestershire.gov.uk</a>  Telephone: 01905 845491 The LORT is operational 9.00am – 5.00pm daily (Monday to Sunday).  Public Health England will continue to provide out of hours telephone cover on 01384 679031.</p>

Identify significant hazards	Identify who may be harmed and how		Precautionary measures in place/to be put in place
	Who?	Type of harm	
			For general advice and guidance regarding preventative measures please contact the Public Health (School Nurse team): Worcestershire North (Redditch, Bromsgrove, Wyre Forest): 07754 858693
DfE/PHE frequently update their guidance and new school specific hazards/risks may emerge meaning that risk assessments, procedures and protocols become out of date.	Children and young people, staff, families and visitors.	Increased risk of COVID-19 infection and/or exposure to other risks/hazards.	In the first instance the risk assessment will be reviewed and updated by the on-site leader(s) on a weekly basis. The risk assessment will be version controlled and shared with all staff electronically. Any significant changes to DfE guidance that staff need to be aware of will be distributed, read and signed in acknowledgment of receipt. Updated risk assessments will be shared with and signed off by the CEO.
Insufficient cleaning staff meaning that the increased/more intense cleaning regime cannot be implemented.	Children and young people, staff, families and visitors.	Increased risk of COVID-19 infection and/or exposure to other risks/hazards.	Re-deploy staff on a similar grade to undertake this work. Ask cleaning staff and staff of a similar grade to do additional hours in order to ensure the cleaning regime and high standards of hygiene are maintained.  For September 2020 LTS have done an additional 15 mins per day cleaning straight after lunchtime (toilets, offices, staffroom/meeting room etc.) = 1 hour day; one cleaner will do 1 hour/day within the school day (cleaning all hard surfaces and touch points in classrooms). (See also staffing section).
Insufficient stocks of cleaning supplies meaning that the increased/more intense cleaning regime cannot be implemented.	Children and young people, staff, families and visitors.	Increased risk of COVID-19 infection and/or exposure to other risks/hazards.	Caretaker keeps high stock levels of cleaning products. SLT will liaise with caretaker weekly to ensure this is maintained
Bins might contain contaminated waste e.g. tissues etc.	Children and young people, staff, families and visitors.	Increased risk of COVID-19 infection.	Lidded bins are used for tissues/paper towels and these are emptied by staff during the school day and cleaning staff empty them at the end of the day. Bags are 'double bagged' and disposed of in external bins.
Children might not wash their hands properly if not closely supervised.	Children and young people, staff, families and visitors.	Increased risk of COVID-19 infection.	Children in EYFS and KS1 are monitored by class teachers and teaching assistants. Children in KS2 bubbles will be monitoring by either the teacher or teaching assistant. Young children who wash and dry their hands well will be praised.
Cross contamination between children in different bubbles through children in different bubbles using the same toilet facilities.	Children and young people, staff, families and visitors.	Increased risk of COVID-19 infection.	Each bubble is allocated specific toilets/toilet cubicles to use. The toilet cubicles are labelled with the number of the bubble that is allowed to use that particular toilet.

Theme 2: Accommodation and site usage

Background and context:

As a result of re-opening to all pupils in September 2020 the amount of furniture in all rooms has already been minimised.

In line with the DfE guidance, the school is restricting attendance to the children of critical workers and children who are vulnerable. In total there are currently 55 children attending school. The children are in year group bubbles and there are no more than 11 children in each bubble. Each bubble is staffed by a small group of staff who remain with that bubble throughout the school day and the week – there is no cross-over of staff or pupils between bubbles. Apart from PE lessons and play/lunch times the children remain in their classroom throughout the day, including when they are eating their lunch.

The school does not have any lettings.

Identify significant hazards	Identify who may be harmed and how		Precautionary measures in place/to be put in place
	Who?	Type of harm	
Not being able to decrease the amount of close contact.	Children and young people, staff.	Increased risk of COVID-19 infection	The number of pupils in school is restricted. The children are organised into cohort bubbles. KS2 children sit in rows and remain in the same seat throughout lesson time/lunchtime. Teachers supply HT with seating plans.
Parents/carers congregating at classrooms doors at drop off/collection times.	Children and young people and families.	Increased risk of COVID-19 infection	Since September 2020 we have operated a one-way system for parents moving around the whole site to help parents and children to social distance. All year groups and everybody entering the school grounds use the pedestrian gate on Stevenson Avenue at the top of the zig-zag path and leave via the gate by Temple Close. There are school staff on the entry and exit gates to ensure all parents were face coverings when on the school site and to answer any questions or queries. Only ONE adult at a time from each household is on the school site dropping off or collecting child each day and families are asked to remain together and away from others as they come in and out of school.  Between 9.15am and 2.30pm <u>all</u> entry to the school site will be via the pedestrian gate on Stevenson and the zig zag path.

Theme 3: Safeguarding

Background and context:

There is a strong culture of safeguarding at St. George's which has been maintained throughout lockdown 1 and school re-opening to pupils in September 2020. The school will need to ensure this culture is maintained throughout lockdown 3.0. There are a greater number of children who are regarded as vulnerable in school at the current time compared with lockdown 1.

The school has updated it's Safeguarding Policy in line with COVID guidelines and there is an updated addendum for January 2021.

Identify significant hazards	Identify who may be harmed and how		Precautionary measures in place/to be put in place
	Who?	Type of harm	
School is unable to contact parents or carers as emergency contact details are not up to date.	Children and young people, staff.	Prolonged exposure to someone with COVID-19 symptoms.	Ensure administrative staff keep the SIMSs database up to date. If school are unable to make phone or email contact with parents two members of the safeguarding team will visit the family home to undertake a welfare check. Welfare checks will not involve staff entering the home, social distancing will be observed at all times and face coverings will be worn.

Theme 4: Staffing

Background and context:

All teachers have the option of working 3 days on site and 2 days at home (or in school, away from others in a low distraction environment). All meetings take place remotely through teams. Support staff are working their contracted hours on site. There are limits on the number of staff accessing smaller spaces e.g. one person at a time in the kitchen/drink making areas, 3 people in the admin office, 2 people in the offices of SLT members. Staff wear face coverings in communal areas such as the staffrooms and there is the option of wearing face coverings when in the corridors or moving between rooms. There are no outstanding disciplinary or capability matters and there are no staff on fixed term contracts.

Identify significant hazards	Identify who may be harmed and how		Precautionary measures in place/to be put in place
	Who?	Type of harm	
High levels of anxiety among a significant minority of staff due to increased social contact.	Staff members themselves, other staff, children and young people.	Negative impact on emotional well-being, which could have long term effects.	SLT members will meet and greet staff at the beginning of each working day and touch base with them at the end of each working day. SLT members will ensure good communication between them to ensure no-one gets overlooked. Staff know how to raise any practical or emotional concerns they have. SLT members take a proactive approach to reaching out to staff who are particularly anxious. A thorough risk assessment and detailed school specific re-opening plans have been shared with staff in a consultative way e.g. inviting further suggestions and amendments. Signpost staff to other agencies who can provide support e.g. Education Support partnership, Chartered College of Teaching, unions, GP.
Clinically vulnerable staff in school.	Staff members themselves.	Increased risk of contracting COVID-19 and there being poor outcomes.	Individual RAs are in place for all CV staff and those in BAME groups. These are reviewed in line with updated guidance from the DfE and PHE and may be reviewed at any point based on changes to duty and new circumstances arising.
Staff absence (this may increase as a result of the introduction of lateral flow tests).  Absence of staff with key roles and responsibilities e.g. cleaners first aiders, DSLs.	Children and young people, staff.	Increased workload/pressure on other colleagues.	Staff are regularly reminded of the absence reporting procedure and the importance of notifying senior leaders as early as possible so cover arrangements can be put in place where possible. Staff contact details are up to date. Staff follow absence reporting procedures. If appropriate cover arrangements cannot be made or if there are very high levels of staff absence it may be necessary to close 'bubbles'. If absence means that there are insufficient cleaning/LTS ask other staff to work flexibly (e.g. have an alternative lunch break) or undertake additional hours to all hygiene and protective measures are in place and ensure safe pupil/staff ratios. Monthly DSL meetings established to ensure continuity in case work and protective measures for children from vulnerable families.
Schools are being asked to roll out the use of lateral flow tests to identify	Children and young people, staff.	Increased staff absence as a result of	To be discussed at ELT meeting 20.01.2021

Identify significant hazards	Identify who may be harmed and how		Precautionary measures in place/to be put in place
	Who?	Type of harm	
asymptomatic members of staff and therefore prevent transmission between staff and children. This could result in an increased		increased workload.	

## Theme 5: Governance

### Background and context:

The board of Directors has discussed initial proposals for reopening the Trust schools at their most recent meeting (May 20th 2020). They have assigned key Trustees to review and assess the individual schools and Trust risk assessment documents. These Trustees will "lead" on this review process and make a recommendation to the rest of the board as to whether they are "fit for purpose." If RAs are deemed to be "fit for purpose" the Board will ratify their earlier decision to allow school to further reopen.

The Chair of governors remains "in touch" with the Chairs of the LGBs who in turn remain in touch with their Heads.

Governance responsibility sits predominantly with the board of directors therefore the IEB have not met during "lockdown."

All meetings have moved online so the board is able to continue to fulfil their primary core responsibilities.

All decisions made are underpinned and informed by thorough risk assessment and consultation with ELT and the board prior to decision making.

Leaders in school have "keeping in touch" discussions with their Chairs so that they remain informed.

ELT meet on a very regular basis and the outcome of these meetings is discussed with the Chair of the board in fortnightly online meetings.

The CEO report to the board has focussed on the issues relating to lockdown and COVID-19. Board members are able to ask any questions they wish either prior to the meeting or in the meeting itself.

The board are given copies of all correspondence to parents and will communicate with them directly where needed however, they view this generally as an operational matter for the ELT, rather than a strategic function

Lines of communication established long before the current situation are continuing to provide an ongoing dialogue between leaders and those responsible for governance.

Key in this is the role of the various Chairs (Trust and LGBs) who remain in regular contact with leaders.

When we move to phase 2, the regularity of these "keeping in touch" conversations/online meetings at the school level will need to be further formalised and Chairs should then feedback to their own governing bodies so that any questions can be addressed through the appropriate channel thus alleviating additional workload for leaders

Reports to the Chairs on a regular basis

Reporting via committee meetings – FAR (Finance, audit and risk)

CEO report to the board

Results of ELT evaluations and any further surveys of parents / staff

As the agenda items of board meetings have been designed to meet new needs as a result of COVID-19 the board will have an evidence base upon which to evaluate effectiveness of the actions taken by leaders. This incurs no additional workload for either the board or leaders as it is part of the routines already established. Governors have access to support from governor services and are also registered for "The Key" and NGA. We also have both legal and HR advisory SLAs in place so that any advice is underpinned by the appropriate legal guidance.

Staffing matters remain the operational responsibility of the ELT but the CEO reports fully and regularly to the Chair of the board, the FAR committee and to the full board via email updates, CEO report to the full board meeting and online meetings

Local governing body meetings have been "mothballed" whilst schools have been providing childcare provision. This will remain in place until schools are fully open (not before September)

A focus on standards of attainment has been removed as children are not in school in order for data to be generated. Our aim is to produce a baseline in September to work from as the starting point for assessing progress over the next academic year.

The board are providing support in a variety of ways -

- Regular contact with leaders
- Limiting the flow of questions / queries from other governors and funnelling these through the Chair
- Mothballing LGBs so that reporting is done at the highest level of governance and cascaded – thus alleviating workload
- Specific questions during board meetings about how we are protecting the wellbeing of our staff
- Specific questions during board meetings about the wellbeing of leaders
- Offers of practical help e.g. with developing risk assessments
- Offering messages of support and thanks to staff – passed on and much appreciated
- Checking that leaders are "taking time off" in order to protect their own wellbeing

- All link governor 'visits' are carried out remotely via teams.

Theme 6: Communication

Background and context:

Parents:

School staff communicate with parents via phone calls, emails and the school website. Channels of communication are open and have improved significantly during the pandemic. Parents now email the office and teachers regularly. Enquiries are responded to on the same working day, school staff are on-site daily to answer any queries. This includes staff who are able to speak some of the languages represented in our school community. Home learning packs will be delivered to the homes of children by school staff.

Identify significant hazards	Identify who may be harmed and how		Precautionary measures in place/to be put in place
	Who?	Type of harm	
Parents do not read or respond to correspondence due to low levels of literacy in English, and therefore do not follow the safety rules, procedures that in place to keep everyone safe e.g. arriving late, turning up on site unannounced.	Children and young people, staff.	Increased risk of COVID-19 infection due to increased/unplanned social contact. Safeguarding risks if people we are not expecting are on-site.	<p>Clear signage will be on all gates used to enter the school grounds outlining the social distancing rules, ways to get in touch with school etc.</p> <p>Office staff are regularly briefed about who is coming onto site, when and why. Office staff have a 'script' to use if parents are not following protocols and procedures to ensure consistent messages are given.</p> <p>Correspondence is kept as succinct as possible, using clear language and where possible, supported with visual cues.</p> <p>SLT video key messages and upload videos on the school website and text parents the links to the videos.</p>

Theme 7: Pupil and staff well-being

Background and context:

During the Autumn term the school introduced zones of regulation to help children learn about their emotions and strategies for managing them in expected ways. Most of the children we regard as 'vulnerable' are currently attending school.

There has been a strong emphasis on staff well-being throughout the COVID pandemic and there is a culture of openness and honesty with regard to mental health and well-being among the staff. All teachers have the option of working 3 days on site and 2 days at home (or in school, away from others in a low distraction environment). All meetings take place remotely through teams. Staff are encouraged to leave the school site very promptly at the end of their working day.

Identify significant hazards	Identify who may be harmed and how		Precautionary measures in place/to be put in place
	Who?	Type of harm	
Emotional well-being – anxiety, stress, worry, separation anxiety.	Children and young people	Long term mental health difficulties if left unchecked.	Weekly keeping in touch phonecalls for all children who are not currently attending school. Clear escalation/response procedures. COVID-19 Safeguarding and Child Protection addendum – January 2021.
As children will be in bubble groups as opposed to classes leaders/administrative staff need to be clear about which children are where/which children are absent and why.	Children and young people.	Location of child(ren) not known in the event of an evacuation etc.	Bubble registers will be created. Bubble leaders will mark the register at the end of the drop off window and leave the register outside the classroom door. Administrative staff will collect the bubble registers and use the information to update SIMS and undertake first day calling. On-site leaders will complete daily DfE return.
Staff may struggle to adjust to a different ways of working i.e. managing remote learning and the learning of children in school.	Staff	Stress	SLT aware of the increased pressures and take a supportive, compassionate approach whilst still holding staff to account e.g. additional reminders about deadlines, 'chunking' key tasks such and help staff to understand what is expected of them and how to manage their workload/pace their work. Continue to place a strong emphasis on staff well-being and cultivating a culture of openness and honesty; ensure systems and procedures implemented are proportionate and not burdensome. Put boundaries in place for response times to emails from parents e.g. 8.30am – 4.30pm Monday to Friday.
Worry or uncertainty about appraisal or outcomes of performance management process (i.e. pay progression)	Staff	Unnecessary anxiety.	Seek advice from Sarah Pinfield about the Trust's position on Performance Management/pay progression and share this information with staff.

Theme 8: Learning – in school and online

Background and context:

The vast majority of children are now learning remotely.

See also theme 1 – protective measures and hygiene and theme 7 – pupil well-being

Identify significant hazards	Identify who may be harmed and how		Precautionary measures in place/to be put in place
	Who?	Type of harm	
Children not in school at risk of further behind as a result of restricted attendance.	Pupils	Low levels of attainment, poor outcomes and reduced life chances.	Strong remote learning provision which is ambitious, meaningful and motivating. Strong response/escalation processes if there is a lack of engagement with remote learning provision. Robust procedures for monitoring and evaluating engagement. Further build on strong relationships built with parents during lockdown 1 and the Autumn term. Laptops, digital devices, data allowance top ups and additional data SIM cards offered to families where access to IT/data is a limiting factor.
Access to a broad and balanced curriculum is hindered by protective measures and hygiene controls.	Pupils	Narrow curriculum.	All PE equipment is cleaned after use e.g. mats wiped with anti-bacterial wipes. Where possible 72 hours is left between equipment being used by different groups of pupils.

Theme 9: Vulnerable learners/families

Background and context: see also Theme 3: Safeguarding

Identify significant hazards	Identify who may be harmed and how		Precautionary measures in place/to be put in place
	Who?	Type of harm	
One child with an EHCP is attending school regularly. Two other children are not currently attending but there is daily contact between parents and school staff.	Children and young people	Lack of access to educational provision in line with the requirements of the EHCPs.	<p>Risk assessments for all children with EHCPs were completed in April 2020. These have been reviewed on a regular basis and will be reviewed again by the end of January 2021. The school will provide personalised remote learning provision and home learning packs for children.</p> <p>Continue to signpost and offer appropriate information and support to parents e.g. Here2Help, applications for DLA and to other agencies such as the Family Fund to purchase appropriate resources and materials that will support their child at home.</p> <p>If parents of children with EHCPs change their minds about their children attending, ensure there are clear transition plans in place to support a positive and successful return to school.</p> <p>Where appropriate consult with parents to ensure EHCP annual reviews take place in a format and timescale they are comfortable with, whilst ensuring compliance with legal requirements.</p>
Prior to attendance being restricted in January 2021 there were a significant number of children who had had prolonged periods of time out of school due to SI, bubble closures and there were also persistent absentees. This means that their educational achievement had already been negatively affected prior to lockdown 3.	Children and young people.	Harm to children's educational attainment – short, medium and long term.	Strong remote learning provision, with clear expectations outlined to parents. Teachers will identify 'target groups' of children and work to engage them in remote learning on a regular basis. Escalation/response measures followed meticulously.

Theme 10: Suppliers

Background and context:

See also theme 1: Protective measures and hygiene

Identify significant hazards	Identify who may be harmed and how		Precautionary measures in place/to be put in place
	Who?	Type of harm	
Visitors to the school site.	Staff, children and visitors.	Increased risk of COVID-19 infection due to increased social contact.	<p>Communication with parents is by telephone, e-mail or school app. Parents will not be able to visit the school office/main entrance unless it has been pre-arranged with the office.</p> <p>There is a hand sanitiser station in the main entrance to the school for visitor use. Signing in procedures will be amended to comply with guidance. The signing in screen/area will be cleaned between uses with anti-bac spray/wipes.</p> <p>Food deliveries are taken directly to the kitchen and other deliveries are unloaded at a designated time and location in agreement with the caretaker. Where possible outer packaging will be removed and disposed of before deliveries are brought into the buildings. Where this is not possible, packaging will be wiped down or left securely outside the main building for a period of 72 hours.</p> <p>Essential contractors will only be allowed on the school site by agreement with the HT and caretaker e.g. refuse collection. Any contractor onsite must adhere to the school's risk assessment for Covid-19.</p> <p>If contractors turn up without an appointment, they will be turned away unless it is essential work that can be carried out safely, observing social distancing.</p> <p>Visitor protocol written and circulated to visitors.</p>

Theme 11: Transport

Children are dropped off and collected by parents. Most arrive on foot or by car (from one household). None of our families used public transport to get to or from school.

Identify significant hazards	Identify who may be harmed and how		Precautionary measures in place/to be put in place
	Who?	Type of harm	

Theme 12: Costs associated with expanded opening

Background and context:

The school has a business continuity plan in place. The plan and risk assessment documents will be reviewed and updated in light of the pandemic and phased re-opening. Finance staff have been successfully working remotely since the middle of March and will continue to do so. Orders, invoices and payroll are being processed in line with the trust scheme of delegation.

ELT will follow government guidance regarding the submission of financial returns. The trust receive regular updates from the ESFA and the trust's Auditors.

Following liaison with suppliers, essential contracts only are continuing, to enable school to re-open.

The school does not have or rely on transport for pupils, therefore there is no financial loss. All off site activities have been cancelled for the remainder of the summer term. The SLT and ELT will follow government guidance regarding off site activities from September onwards.

All moneys collected from parents for cancelled trips and actives, has been refunded to parents.

As the school has been open or partially open throughout the lockdown, normal servicing and contracts have continued, and therefore the financial implications are limited.

Identify significant hazards	Identify who may be harmed and how		Precautionary measures in place/to be put in place
	Who?	Type of harm	
Additional expenditure	Trust staff and pupils.		<p>Current additional expenditure includes:</p> <ul style="list-style-type: none"> <li>• Cost associated with home learning including educational resources sent home with pupils.</li> <li>• Additional cleaning, PPE and premises supplies purchased.</li> <li>• FSM vouchers prior to the start of the Government scheme.</li> <li>• Cost of additional learning resources for pupils in school to limit the need for sharing.</li> <li>• Other additional costs may become apparent once the phased opening begins e.g. deep clean costs should a person within school have a diagnosis of COVID 19.</li> <li>• There may also being additional staff costs incurred due to additional cleaning requirements or cover for staff who continue to shield.</li> </ul> <p>Government scheme for claiming is limited, but costs are being monitored and a claim will be submitted in due course.</p>

Part C: Version control

Version Number	Date	Reason for Amendment	Signature of author	Signature of CEO
1	20.01.2021	New RA written for lockdown 3 and restricted attendance		