

LOCATION: ORCHARD VALE COMMUNITY SCHOOL		VENTRUS RA: COVID-19 Safe Return Sept 20							
WHO IS AFFECTED BY THE RISKS? All building users		HOW MANY ARE AFFECTED 57 staff members and 358 pupils (amend as necessary)					REF: COV- RAA19a		
See end of template for explanation of hazard, risk, control measures, severity, likelihood, risk rating.									
RISK	EXISTING CONTROL/PREVENTION MEASURES	RISK RATING			ADDITIONAL CONTROL MEASURES REQUIRED	BY WHOM & WHEN	SL-D ONLY		
		S	L	RR					
C1. Contact is made with individuals who are unwell with Coronavirus, or living with someone who is.	<ul style="list-style-type: none">Individuals who are unwell with Coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend schoolIf anyone in the school 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 homePut in place a procedure for anyone becoming unwell; including use of a designated quarantine/isolation room(s)	3	2	6	<ul style="list-style-type: none">Food tech room used as isolation room.Disabled toilet next to entrance to be usedIsolation kit in place in food tech room including PPE if neededEmergency care needed call 999Thorough washing of hand and area with disinfectant once child leftContact details updated and maintainedEmail all staff instructions of how to contact FP as soon as possible if they or a member of their household becomes unwell with COVID-19 symptoms.Staff to leave site immediately if displaying symptoms.	Premise staff By 8 th September Admin by 20 th September	3	1	3

<p>C4. Insufficient distancing, or mixing of different groups of children, staff and parents, result in a spread of Coronavirus in the school/ local community.</p>	<ul style="list-style-type: none"> • Minimise contact between individuals and maintain social distancing wherever possible • Plan group sizes • Revise timetables to accommodate groups and minimise movement between classrooms, where possible • Where possible, stagger start, break, lunch and finish times • Cancel large gatherings, such as assemblies and staff meetings • Revise extra-curricular offer to minimise mixing between groups • Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems • Divide playground to minimise mixing between groups • Plan arrangements for drop off/collection and communicate these to parents • Plan measures for lunchtimes including managing queues, reconfiguring dining spaces • Communicate arrangements to catering suppliers and lunchtime supervisors • Where necessary use appropriate PPE, follow guidance on putting on and taking off standard PPE- https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures 	3	2	6	<ul style="list-style-type: none"> • Groups will be individual classes with teacher and support staff • Groups will stay in classroom and timetable in place for different areas in school • Playground and field has markings separating areas • Assemblies and staff meetings online • One-way system into and out of school using emergency playground gates • Staggered drop off and collection times • Lunches eaten in the classroom • Lunch waste cleared and collected from outside classroom doors after lunch service 	<p>SLT September</p> <p>Premise by 8th September</p> <p>Kitchen staff start Sept</p>	3	1	3
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C5. Provision for intimate care means that distancing can't be followed.	<ul style="list-style-type: none"> Put in place a PPE procedure that could include for example, the use of PPE where a pupil becomes ill with coronavirus symptoms while at school Where a pupil already has routine intimate care needs that involve the use of PPE, the care plan should be reviewed; PPE should continue to be used as per the care plan 	2	2	4	<ul style="list-style-type: none"> Isolation kit in food tech room with PPE needed Staff all have personal sanitisers EYFS staff using gloves and aprons as usual for changing nappies Intimate care waste being collected more frequently Additional PPE available if needed 	Premise staff September	2	1	2
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C7. The transmission of Coronavirus when using school/public transport.	<ul style="list-style-type: none"> • Encourage parents and pupils to walk/cycle or drive to school rather than take public transport • Remind parents and pupils still using public transport that face coverings are mandatory for children 11 years+ • Consider organising walking buses for primary pupil groups • Work with the local authority, other local schools and transport providers to consider adjusting start and finish times and/or staggered starts • Work with home-to-school transport providers to determine appropriate protective measures to take on transport to align with your school's policies. Consider: <ul style="list-style-type: none"> ➤ how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school ➤ use of hand sanitiser upon boarding and/or disembarking ➤ additional cleaning of vehicles ➤ organised queuing and boarding where possible o distancing within vehicles wherever possible ➤ the use of face coverings for children over the age of 11, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet 	3	2	6	<ul style="list-style-type: none"> • Staggered start and finish times to avoid congestion • Turning circle kept free to encourage dropping older children • Premises team on turning circle to meet and greet children being dropped off 	SLT for September start All staff on-going	3	1	3
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<p>C8. Insufficient risk management may place vulnerable individuals at increased risk.</p>	<ul style="list-style-type: none"> • Review all risk assessments that relate to this document to ensure updated with relevant guidance i.e. site and personnel risk assessment • Consult with staff, professional bodies and/or staff representatives • Consider the impact on staff and pupils who have particular protected characteristics, including race and disability, in developing your approach to reopening • Executive leaders/Trustees review school risk assessments and update the Trust Risk Register accordingly • Take account of current Government Guidance in relation to vulnerable individuals 	3	2	6	<ul style="list-style-type: none"> • Individual risk assessments in place for staff and children that require it • Lone working for those that would benefit and where possible within the school requirements • Named staff attached to small groups to minimise risk • Use of online learning platform to enable home learning for those that require it in line with school working 	<p>SLT/SENDCo September</p> <p>Teachers September</p>	3	1	3
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<p>C9.</p> <p>Increased vulnerability/ reduced academic performance, due to poor attendance from Sept/ lack of access to school during Covid school closures</p>	<p>Attendance</p> <ul style="list-style-type: none"> ➤ Communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year. Consider writing to parents, explaining: <ul style="list-style-type: none"> ➤ what precautions and processes will be in place? ➤ mandatory attendance expectations ➤ the reasons why returning to school is important • Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them - especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic • Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker of non-attendance, if they have one, of non-attendance <p>Catch Up Funding</p> <ul style="list-style-type: none"> • Consider using the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance 	1	3	3	<ul style="list-style-type: none"> • Letter to parents communicating the requirement for all children to be in school in September • Weekly newsletter celebrating children in school and returning safely • Clear guidance in place around illness and time at home • Communicate anxious individuals to EWO in July for support work to be completed over the holiday • First day calling will continue and support non-attendance • Referrals to EWO or Health if needed • H&S information on website 	<p>SLT September</p> <p>Admin September</p> <p>SLT September</p>	1	2	2
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<p>C10.</p> <p>Staffing related risks:</p> <p>Insufficient staffing levels</p> <p>Increased exposure due to working across pods/ settings</p> <p>Detrimental impact on physical and mental health and wellbeing</p>	<p>Clinically extremely vulnerable</p> <p>The clinically extremely vulnerable list will be paused on 1st August. Some people on this list will remain under the care of their doctor or specialist and may advised not to return to work.</p> <ul style="list-style-type: none"> Assess how many staff remain in this much smaller group and the impact on the workforce Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes. Consider using an Equalities Impact Assessment:- https://schoolleaders.thekeysupport.com/article/16686/documents/2301/KeyDoc_reopening_equality_impact_assessment.doc?marker=content-body In light of your assessment, consider altering the way in which you deploy staff <p>Using temporary/cover staff</p> <ul style="list-style-type: none"> In order to minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year <p>Staff health & wellbeing</p> <ul style="list-style-type: none"> Minimise staff travel between schools who are interacting with pupils Staff made aware of the signs of stress and anxiety Staff have regular contact with Line Managers. Line Managers to be vigilant for signs of excessive stress amongst staff and to initiate remedial action as soon as possible. Workload and work life balance is being monitored on an ongoing basis. This includes all members of staff up to and including the executive team Support available via our healthcare provider https://www.medigold-health.com/ 	3	2	6	<ul style="list-style-type: none"> Audit staff to assess any clinically vulnerable/complete individual risk assessments Staff to remain in their group where possible Leadership communicate weekly with all staff Well-being survey and contact time Use of Teams to encourage working from home where possible Monitor absence levels and refer to health if needed 	<p>Leadership</p> <p>September</p>	3	1	3
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<p>C11.</p> <p>The risk of exposure to Coronavirus is increased due to membership of more than one pod, provision or setting, or due to letting to external providers.</p>	<p>Extra-curricular activities/membership of more than one pod, provision or setting</p> <ul style="list-style-type: none"> ➤ Review breakfast and after-school provision and consider the need to respond flexibly and build this up over time ➤ Review parents use of external providers: BC/ASC and child minders; consider the need for additional protective measures, including minimising the number of pods children access ➤ Advise parents to limit the number of different wraparound providers their children access during weekends/school holiday times ➤ As with physical activity during the school day, contact sports should not take place ➤ No activity that would not be allowed in the school day, will be allowed during extra-curricular activities/BC/ASC <p>Letting to external providers</p> <ul style="list-style-type: none"> ➤ Letting to be prioritised to meet children's needs ➤ Additional costing/staffing of COVID cleans required, in advance of staff/children using the space that has been let ➤ No activity that would not be allowed in the school day, will be allowed during lettings ➤ Those letting must have their risk assessment approved by Sam Lydon-Drake and must sign the school risk assessment ➤ Where necessary those letting will need to add additional measures to their risk assessment to meet school requirements ➤ Those letting spaces must keep abreast of changes in guidance ➤ Those letting spaces must keep a written record of attendees, that will be shared with PHE, if required 	2	3	6	<ul style="list-style-type: none"> • Breakfast and after school club remain closed initially • Survey parents to establish requirements • Assess the feasibility of opening and establishing smaller groups with the group • No lettings will be taken initially 	Leadership September	2	2	4
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C12. Gaps in knowledge and understanding, existing as a result of time away from school, will not be made up.	<ul style="list-style-type: none"> ➤ Implement a robust process of assessment to identify learning gaps quickly ➤ Modify the school's curriculum to address the identified gaps in knowledge, while maintaining breadth and balance ➤ Adopt flexible teaching strategies to deliver the planned curriculum and meet needs of learners, maximising the use of technology ➤ Identify students most at risk of disengagement/most in need of additional support ➤ Engage with LAs, agencies and the families of pupils with SEND to devise plans to provide specific support as needed 	1	3	3	<ul style="list-style-type: none"> • Clear settling in time for children • Assessments in core areas completed in the first 6 weeks • Analysis of assessment against previous data identifies need and individuals needing additional support • Catch-up curriculum combined with existing curriculum • Use of ICT to support individual needs • Individual plans in place to support EHCP children • Additional interventions offered with consideration to groupings and staffing 	SLT September	1	2	2
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<p>C13. Increased risk of transmission during physical and musical activity.</p>	<p>Settings should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance</p> <p>Physical activity</p> <ul style="list-style-type: none"> ➤ Ensure pupils remain in consistent groups where possible, sports equipment is to be thoroughly cleaned between each use, and contact sports are avoided ➤ Prioritise outdoor sports where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying attention to cleaning and hygiene <p>Music</p> <ul style="list-style-type: none"> • When pupils are playing instruments, or singing in small groups such as in music lessons by, consider: <ul style="list-style-type: none"> ➤ physical distancing ➤ playing outside wherever possible ➤ limiting group sizes to no more than 15 ➤ positioning pupils back-to-back or side-to-side ➤ avoiding sharing of instruments ➤ ensure good ventilation • Singing, wind and brass playing should not take place in choirs and ensembles, or assemblies 	2	2	4	<ul style="list-style-type: none"> • Sporting activities will take place outside where possible and preferably on the field using maximum space. • Indoor sports activities will be adapted to calmer individual activities • Individual music lessons will be postponed till guidance supports this • Singing will not take place as a group activity or within music lessons 	Teachers September	2	1	2
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<p>C14. Experiences during Covid closures may have had a detrimental impact on children's emotional and physical well-being.</p>	<ul style="list-style-type: none"> • Ensure Headteachers (DSL) prioritise their time, especially in the first few weeks of term, to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children social care and other agencies where these are appropriate • Provide additional lessons/opportunities focused on supporting pupils' mental health and wellbeing, within the curriculum/school timetable, including targeted pastoral intervention as appropriate • Consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> ➢ support the rebuilding of friendships and social engagement ➢ to address and equip pupils to respond to issues linked to coronavirus (COVID-19) ➢ to support pupils with approaches to improving their physical and mental wellbeing • Consider the support needs of particular groups who need additional help (for example Children in Need), and any newly vulnerable pupils on their return to school 	1	3	3	<ul style="list-style-type: none"> • Additional SLT meetings to refer concerns quickly • Audit and access the needs of vulnerable children returning • Transition activities to settle quickly back to school • Introduce daily discussion time to give children time to raise questions and concerns • Continue Newsround time where children can understand the world around them • Additional PSHE activities particularly around handwashing and germs • SF to support pastoral care where needed including creating social stories 	SLT September	1	2	2
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<p>C15.</p> <p>Time away from the structure school environment may have resulted in a detrimental impact on children's attitude to learning and conduct.</p>	<ul style="list-style-type: none"> • Revise behaviour and attendance policies if necessary, to create the right conditions to re-engage pupils in their learning and reintegrate them back into school life • Provide additional pastoral and support services, exploring how services might be delivered remotely prior to reopening • Consider delivering lessons in shorter sessions and rebalancing the pastoral/academic load in the first few weeks; maximise opportunities to learn outside 	2	2	4	<ul style="list-style-type: none"> • Consistent staff members working with children to develop trust and relationships • Blended learning platform used to support remote learning if needed • Use of ICT where available to aid engagement • Clear behaviour policy in place in child speak • Shorter sessions in the first 6 weeks of school and short writing tasks • Maximum time outside where possible including team building activities and forest school • Good communication with parents 	<p>Teachers and teaching assistants</p> <p>September</p>	2	1	2
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C16. Increased infection levels locally result in further school closures.	<ul style="list-style-type: none"> • Ensure Trust procedures are in place to manage local closures • PHE Guidance to be followed • Headteacher to consult Executive Team, immediately 	1	3	3	<ul style="list-style-type: none"> • Procedures in place to contact and trace to support infection control • Communication procedures in place to report any infection immediately • Monitor absence levels and report infections to authorities • Respond to local need and advice • Continue to attend local learning community meetings and communicate with local schools • Move to remote learning platform if school closure needed 	Premise and leaders September	1	2	2
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C17. Children do not have access to high quality online learning, during further partial/full school closures.	<ul style="list-style-type: none">• DfE funding has been secured to establish Microsoft 365 as a learning platform; all classes have been set up in Teams• Staff training to be delivered to ensure teachers can provide their online learning, interaction, assessment and feedback, via Microsoft Teams, by the third week in September 2020• Ensure high quality online and offline resources have been identified and linked to the school or Trust’s curriculum provision• Communicate online learning and safeguarding expectations, including logins/passwords, to parents and pupils	2	3	6	<ul style="list-style-type: none">• Teams in place across the school, staff to use teams as their daily learning platform• New login codes to be sent to parents• Teams ready to operate remotely if needed.• Consider use of PP funding to buy devices for vulnerable pupils• Consider the use of school funding to invest in further ICT to equip staff/children to access remote learning• Plan curriculum that can be taught remotely• Online expectations in place as part of the behaviour policy	SLT September	2	2	4
Other Risk Assessments	Specific activity risk assessments will include new additional control measures dealing with Coronavirus. Please refer to them as necessary. These include: <div>First Aid Risk Assessment Fire RA Cleaning & COSSH RA Catering RA</div> <div>(not exhaustive – Signpost to other risk assessments as necessary)</div>								
The Headteacher has directed staff and pupils to carry out these arrangements. Steps are being taken to ensure that they remain in place and effective.									

Each new hazard must be on a new row. Add extra rows if necessary. This will make the assessment easier to view and understand. Roll over into another page if necessary.

ASSESSOR NAME: Fiona Pearce	ASSESSOR SIGNATURE: 	DATE OF ORIGINAL ASSESSMENT: 13/07/2020	DATE OF NEXT REVIEW: 03/09/2020
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Standard Risk Assessment Definitions

- **RISK** - is the *potential* to cause harm. e.g. contract coronavirus
- **Control Measures** - are the actions taken to prevent harm
- **Severity (S)** - rated as follows:
 - **MAJOR** = 3
 - **MODERATE** = 2
 - **SLIGHT** = 1
- **Likelihood (L)** - rated as follows:
 - **LIKELY** = 3 could happen anytime.
 - **POSSIBLE** = 2 might happen sometimes.
 - **UNLIKELY** = 1 where harm is unlikely to occur.
- **Risk Rating (RR)** - is a means of 'measuring' the risk by multiplying the *severity* by the *likelihood* e.g. a *severity* factor 'MODERATE' with a *likelihood* factor 'POSSIBLE' would give a risk rating of $2 \times 2 = 4$. This should represent the risk at the time of the assessment, given the control measures in place at the time.
- **Additional Control Measures** – these are the measures Headteachers are taking locally, including amendments made to risk other assessments, to manage the Risk Rating.
- **Risk Rating**
 - High** = from 6 – 9 requires **IMMEDIATE** action to achieve a reduction in risk.
 - Med** = from 3 - 4 requires action **AS SOON AS POSSIBLE**.
 - Low** = from 1 - 2 may be considered acceptable (although action may be possible to reduce the risk even further can be considered)

Simple Risk Matrix			
	Consequences		
Likelihood	Minor	Moderate	Major
Likely			
Possible			
Unlikely			

Risk Treatment Key	
	Intolerable Risk Level. Immediate action required
	Tolerable Risk Level. Risks must be reduced so far as is practicable.
	Broadly Acceptable Risk Level. Monitor and further reduce where practicable.

Passing on the Key Findings

Important: The key findings of this assessment need to be passed on to those who need it.

Government Guidance – Links Section

Key government guidance is being followed includes (not an exhaustive list):

1. Coronavirus (COVID-19): implementing protective measures in education and childcare settings <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
2. Actions for educational and childcare settings to prepare for wider opening <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-from-1-june>
3. Social Distancing <https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july>
4. Shielding and Protecting Vulnerable Persons <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#shielded-and-clinically-vulnerable-adults>
5. COVID-19: cleaning of non-healthcare settings <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>
6. Travel Guidance – safer travel <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>
7. Actions for schools in preparation for the Autumn term- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

STAFF NAME	SIGNATURE	DATE READ