

Risk Assessment for Shelley First School



Public Health Advice to Minimise Risks for full school opening September 2020 V7

Aspect:	Trust Wide actions/considerations – Schools should RAG these when in place	School specific actions – actions should be allocated and time stamped.	Who?	By When
The system of controls: PREVENTION: STEPS TO TAKE	1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school If 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 home and requested to isolate for 10 days. Put in place a procedure for anyone becoming unwell.	Publish procedures to parents/staff Reminder re symptoms to parents <u>Covid-19 procedures to be issued to all new starters & supply teachers</u> Publish procedures on websites Display procedures in key areas for staff Reminder to staff to note COVID symptoms and make SLT aware immediately	Trust SW SLT SLT/office SW DK	August 8.1.21 Ongoing 17.7.20 7.9.20 3.11.20
	2) Clean hands thoroughly more often than usual Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly: <ul style="list-style-type: none"> ● After coming into school ● After sneezing or coughing ● Before and after handling or eating food ● After going to the toilet 	Ensure appropriate signage in sink areas Establish clear routines Train staff on routine Teach children how to wash hands	Office SLT SLT Staff	7.9.20 16.7.20 7.9.20 8.9.20

	<p>Ensure there are enough hand washing or hand sanitiser stations available</p> <p>Put in place supervision of hand sanitisers given risks around ingestion</p> <p>Windows to be kept open in rooms whenever possible (in-line with Union and national guidance)</p>	<p>Order additional stock</p> <p>Automatic hand sanitiser dispensers installed in entry points and corridors</p> <p>Train staff on safe storage/use of hand sanitiser</p> <p>Staff training</p>	<p>Trust</p> <p>SW</p> <p>SLT</p> <p>DK</p>	<p>10/7.20</p> <p>12/10/20</p> <p>7.9.20</p> <p>7.9.20</p>
	<p>3) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p> <p>Promote the ‘catch it, bin it, kill it’ approach, e.g. by providing tissues, bins, posters</p>	<p>Train children on return</p> <p>Ensure full complement of appropriate bins</p>	<p>Staff</p> <p>SW</p>	<p>8.9.20</p> <p>13.7.20</p>
	<p>4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <ul style="list-style-type: none"> • Read PHE’s COVID-19: cleaning of non-healthcare settings guidance • Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal • Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas • Plan for the daily removal and safe disposal of rubbish • Schedule frequent cleaning of resources (e.g. books, toys) shared within groups • Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups • Purchase additional standard cleaning equipment if needed 	<p>Develop clear plans/schedules of when common rooms/spaces are used to ensure cleaning between bubbles</p> <p>Centralise a ‘relief’ cleaner system to ensure coverage in the event of absence</p> <p>Agree definition of shared appropriate resources in bubbles</p> <p>Agree how bubble resources will be cleaned, eg reading books, EYFS and KS1 equipment</p>	<p>SW</p> <p>AC</p> <p>KS Leads</p> <p>KS Leads</p>	<p>4.9.20</p> <p>31.8.20</p> <p>15.7.20</p> <p>15.7.20</p>

<p>5) Minimise contact between individuals and maintain social distancing wherever possible</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Managing lunch queues ○ Reconfiguring dining spaces ○ Communicating new arrangements to catering suppliers and lunchtime supervisors ○ Consider social time lengths ○ Toilets allocated to classes: JP (own toilet), HB and OE (shared toilet), ED (KS2 former ‘boys’ toilet), RM/CS (KS2 former ‘girls’ toilet), GP and LW (ICT Suite toilet) • Marking of work to take place on-site whenever possible; avoid taking books home. PPE available for staff to use. • Limit occupancy of rooms to maintain social distancing 	Create a visitor guide/protocol to ensure social distancing	Trust	7.9.20
	Clearly define bubbles	SLT	7.9.20
	Reviewed bubbles agreed and shared	DK	5.1.21
	Review entry/exit points based upon first day	SW/DK/C S	8.9.20
	Reminder to parents about social distancing in playground and drop off / collection points	SW	01/11/20
	Additional signage around grounds reminding people of need to social distance	SW	06/11/20
			02/11/20
			3/11/20
	New lunch rota in place in hall – 2m between bubbles, tables cleaned between each bubble	SLT DK	5.1.21
	Lunchtime in bubble bases -shared		
	Staff movement between bubbles limited as per role	SLT	17/7/20 7/9/20
	Face tables frontward where-ever possible (room plans in place)		14.7.20
Agree classroom set ups for EYFS and KS1	SLT SLT	9.7.20	
Staff Meetings agreed and risks mitigated with a rationale and maximum number	SLT	13.7.20	

<ul style="list-style-type: none"> • Allocation of 'break out areas' for KS2 classes • Ensure safe procedures regarding deployment of additional catch-up staff 	Extra-curricular offer cancelled for Autumn 1 and Spring 1	SLT	19.10.20
	Review		5.1.21
	Agree timings, entry and exit points (to be shared with SW)	SLT	13.7.20
	Markings as per plan	SLT	4.9.20
	Letter to parents	SLT	16.7.20
	Agree catering procedures inc. menu, location for eating, updated from 19.10.20 to use of hall - updated	SLT/AC	13.7.20
	Special diets agreed with catering (inc. RA is appropriate)	DK	13/7/20
		SW	5.1.21
		SW	9.7.20
	Review of staffing at lunchtime		16.7.20
	Lunchtime review shared with staff		7.9.20
	Staff training	SLT	
		SLT	7.9.20
	Staff training	DK	7.9.20
Signage	DK		
Office:2, SLT office 2 seated/3 if 1 person at the door:, staffroom: 3, staff kitchen: 3, library:3	SWDK	7.9.20	
Signage for doors posted	SW	7.9.20	
	CS/DK	4/11/20	
	DK	3/11/20	

		<p>Break out timetable/location agreed</p> <p>Catch up staff to wear visor at all times and to follow procedures as per training</p> <p>Expectation of staff to maintain 2m distancing where possible and to wear visor in class when additional adults are in the bubble</p> <p>Teachers to note numbers of adults in the room and to limit this where possible (seek SLT advice if necessary)</p> <p>Staff reminded of above</p>	<p>DK</p> <p>DK</p> <p>DK</p>	<p>3/11/20</p> <p>4/11/20</p> <p>5.1.21</p>
	<p>6) Where necessary, wear appropriate personal protective equipment (PPE)</p> <p>Put in place a PPE policy that could include for example, the use of PPE where a pupil becomes ill with coronavirus symptoms while at school and where a pupil already has routine intimate care needs that involve the use of PPE.</p>	<p>PPE Policy needs to be in place and shared with staff</p> <p>All staff / students / visitors to wear visor when moving around school outside of their designated classroom</p>	<p>Trust</p> <p>SLT</p>	<p>4.9.20</p> <p>03/11/20</p>
<p>The system of controls: RESPONSE TO INFECTION: STEPS TO TAKE</p>	<p>7) Engage with the NHS Test and Trace process</p> <p>Put in place a procedure regarding the NHS Test and Trace process and how to contact your local Public Health England health protection team (this is likely to be part of the procedure outlined below)</p>	<p>Review current procedures and update if necessary (see Trust guidance Teams)</p>	<p>SLT</p>	<p>13.7.20</p>

<p>8) Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>Put in place procedures to manage suspected/ confirmed cases</p> <p>Read process for dealing with symptomatic pupils</p> <p>Read procedure for dealing with a suspected outbreak</p> <p>Identify a room that symptomatic pupils will wait in until parents collect them, ideally with:</p> <ul style="list-style-type: none"> • A door you can close • A window for ventilation • A separate bathroom (either attached to the room or nearby) <p>Cleaning of isolation room to take place after isolation and between occupations.</p> <p>Plan staff training on the process for dealing with symptomatic pupils and ensure they are aware of the steps the school will take in the event of an outbreak.</p>	Develop a response plan to a confirmed case.	Trust	4.9.20
	Create an 'information leaflet' for staff/families of children who need to self-isolate with PHE guidance.	Trust	4.9.20
	Publish clear procedures for first aiders on dealing with a suspected case including the need to wear PPE	Trust	4.9.20
	Additional cleaning hours secured if no cleaner on-site (contact Trust for guidance)	SLT	4.9.20
	Train staff on how to deal with a suspected case	SLT	7.9.20
	Update training powerpoint	DK/SW	4.9.20
Provide updated information pack re response to positive cases for SLT/office	SW	3/11/20	
<p>9) Contain any outbreak by following local health protection team advice</p> <ul style="list-style-type: none"> • Identify any specific PPE needs and ensure sufficient supply using local supply chains 	Develop a strategy for reviewing PPE levels and ordering new stock (on-going)	SW	9.7.20

School Operations

Transport	<ul style="list-style-type: none"> Encourage parents and pupils to walk/cycle or drive to school rather than take public transport 	Encourage via guidance in letters to parents	NA	
STEPS TO TAKE	<ul style="list-style-type: none"> 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 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 	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>		

<p>Attendance STEPS TO TAKE</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 • 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 • Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance 	<p>Update attendance policy for pupils which includes consideration of the removal of attendance for imposed self-isolation from absence figure calculations.</p> <p>Contact families where attendance has been an historic issue to talk about return and offer support</p> <p>Communicated to parents of children in on-site provision that non-attendance is recorded as absence and that policy will be followed</p> <p>Put RAs in place for any children returning in Sept with underlying health conditions including anxiety, and those with behaviour difficulties.</p> <p>Agreed procedures (Tutoring Services)</p> <p>Use assessment outcomes to plan provision</p> <p>Provision in place</p> <p>Review provision for impact and forward plan</p> <p>Agree protocols</p>	<p>SLT</p> <p>SLT/ Office</p> <p>DK</p> <p>RM</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>4.9.20</p> <p>7.9.20</p> <p>5.1.21</p> <p>17.7.20</p> <p>9.7.20</p> <p>28.9.20</p> <p>5.10.20</p> <p>Nov. 20</p> <p>4.9.20</p>
<p>Workforce STEPS TO TAKE</p>	<ul style="list-style-type: none"> • 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 	<p>Create a new RA for vulnerable staff.</p>	<p>NG</p>	<p>16.7.20</p>

	<p>return to work. Assess how many staff remain in this much smaller group and the impact on the workforce</p> <ul style="list-style-type: none"> Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes. 	<p>Complete staff RAs for staff who have been in the Critically vulnerable group including an invite into school</p> <p>Review staff RA and put strategies into place if required</p> <p>Complete RAs for all staff with protected characteristics which may place them in a higher risk group.</p> <p>Book time to conduct a RA with staff currently shielding.</p> <p>Put provision in place for any staff who may not return in Sept in light of RA</p>	<p>NA- but review</p> <p>RC</p> <p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>16.7.20</p> <p>15.1.21</p> <p>7.9.20</p> <p>17.7.20</p> <p>4.9.20</p>
	<ul style="list-style-type: none"> In light of your assessment, consider altering the way in which you deploy staff 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>On-going review</p> <p>SLT capacity for ad-hoc absence agreed</p> <p>Longer term absence strategy agreed (preferred supply list agreed)</p>	<p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>On-going</p> <p>13.7.20</p> <p>9.7.20</p>
<p>Extracurricular activities</p> <p>STEPS TO TAKE</p>	<ul style="list-style-type: none"> Review your breakfast and after-school provision and plan whether/ how to restart these in the autumn term. You may need to respond flexibly and build this up over time Review parents use of external providers and consider how such provision will work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible Consult the guidance produced for summer holiday childcare. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible 	<p>NA- guidance shared with off-site provision</p> <p>Meeting booked</p> <p>Guidance shared with The Cabin</p> <p>Access Wrap-Around care register</p> <p>Agree protocols for collection of children as above</p> <p>Copy of The Cabin's RA secured</p> <p>Request updated RA from the Cabin</p> <p>Newsletter to parents</p>	<p>SLT</p> <p>SW</p> <p>SW</p> <p>SW</p> <p>SW</p> <p>SW</p> <p>SW</p> <p>SW</p> <p>SLT</p>	<p>10.7.20</p> <p>16.7.20</p> <p>10.7.20</p> <p>7.9.20</p> <p>7.9.20</p> <p>7.9.20</p> <p>7.1.21</p> <p>17.7.20</p>

	<ul style="list-style-type: none"> As with physical activity during the school day, contact sports should not take place <ul style="list-style-type: none"> Musica lessons commence w/c 2/11/20 	<p>Newsletter to parents</p> <p>RA (from Music) in place including cleaning procedures</p> <p>Music lessons cancelled Spring 1</p>	<p>SLT</p> <p>SLT</p> <p>DK</p>	<p>17.7.20</p> <p>Oct 20</p> <p>7.1.21</p>
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Curriculum, behaviour and pastoral support

Curriculum STEPS TO TAKE	<ul style="list-style-type: none"> Identify the most important missed knowledge and make use of flexibilities to plan how this will be covered, within a broad curriculum in all subjects Plan formative assessment of pupils to inform modifications to the school's curriculum 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 	Order Autumn NTS tests	SLT/offic e	7.9.20
		Map out clearly where 'catch up' will feature	SLT	4.9.20
		Prepare 'Reconnect' curriculum in line with Trust guidance	SLT	4.9.20
		Introduce staff to 'Reconnect'	LS	4.9.20
		SENCO liaises with staff/families	RM	4.9.20
Remote Learning	Remote Learning implemented for all year groups Issue devices to families in need	Remote Learning in place Devices signed for and distributed	DK SLT	6.1.21 8.1.21
Physical activity STEPS TO TAKE	<ul style="list-style-type: none"> Review your approach to physical activity within the school day, ensuring pupils remain in consistent groups where possible, sports equipment is thoroughly cleaned between each use, and contact sports are avoided 	Ensure curriculums account for reduced fitness levels.	PE/Sports Leaders	8.9.20
		PE Premium Plan 19/20 review	GP/SW/C S	31.7.20
		PE Premium Plan 20/21 completed and into website	GP/CS/S W	31.7.20

	<ul style="list-style-type: none"> • 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. This is particularly important because of the way in which people breathe during exercise 	<p>Reconnect Curriculum Timetable shared with staff</p> <p>Timetables include PE/activity</p> <p>Timetables inform cleaning rota</p>	<p>SLT</p> <p>SLT</p> <p>SW/AC</p>	<p>17.7.20</p> <p>15.7.20</p> <p>17.7.20</p>
Pupil safety, well-being and support STEPS TO TAKE	<ul style="list-style-type: none"> • Ensure designated safeguarding leads (and deputies) are provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children social care and other agencies where these are 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 ○ address and equip pupils to respond to issues linked to coronavirus (COVID-19) ○ support pupils with approaches to improving their physical and mental wellbeing 	<p>Safeguarding training Trust wide to include emerging risks/specific risks associated with lockdown</p> <p>Send out Trust survey</p>	<p>GS</p> <p>SLT</p>	<p>4.9.20</p> <p>10.7.20</p>
		<p>Review survey results and incorporate into 'Reconnect' curriculum</p> <p>Send out parent information reminders relating to safeguarding concerns</p>	<p>SLT</p> <p>SLT</p>	<p>13.7.20</p> <p>11.9.20</p>
		<p>Analyse Rainbow Booklets and put Teir 3 support into place if necessary</p> <p>PAWS B sessions for Y2-Y5</p>	<p>SLT</p> <p>SLT</p>	<p>5/11/20</p> <p>Autumn 11</p>
		<p>Update/put in place RAs for pupils who may be vulnerable or may present a risk</p>	<p>SLT</p>	<p>7.9.20</p>
		<p>Reciprocol on-site offer between SFS and BFS</p>	<p>SLT</p>	<p>8.1.21</p>
	<ul style="list-style-type: none"> • 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 	<p>Review and put plans into place</p>	<p>SLT</p>	<p>17.7.20</p>

Behaviour expectations STEPS TO TAKE	<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. Further information will be made available on this page Provide additional pastoral and support services, exploring how services might be delivered remotely prior to reopening Share expectations of pupils/parents for onsite and remote learning 	Policy revised July 2020 – on-going review	SLT	17.7.20
		Review with pupils	Teachers	8.9.20
		Continue to follow Kirklees guidance/provision	SLT	On-going
		Signpost parents according to need	SLT	On-going
		Netiquet shared	SLT	8.1.21

Contingency planning for outbreaks

Process STEPS TO TAKE	<ul style="list-style-type: none"> Ensure you have a contingency planning process in place for local outbreaks 	<p>Create the 'blended' plan and train staff to ensure limited disruption to learning in case of a lockdown</p> <p>Pupil packs inc. relevant resource to support learning</p> <p>Ensure that staff take relevant resources home to support home working/remote learning</p> <p>Office pack:</p> <p>ETA pack:</p> <p>LTS pack:</p> <p>Teacher pack:</p> <p>SLT pack:</p>	<p>SLT</p> <p>office</p> <p>SW</p> <p>CS</p> <p>RM</p> <p>Teachers</p> <p>SLT</p>	<p>30.9.20</p> <p>All completed by 30.9.20</p>
Remote education STEPS TO TAKE	<ul style="list-style-type: none"> Develop a contingency plan for remote education provision – have systems in place to move immediately to providing remote education where a class, group or small number of pupils need to self-isolate, or where there is a local lockdown Put in place a curriculum that allows access to high quality online and offline resources that is linked to the school or trust's curriculum expectations 	Ensure all staff access training to be able to run lessons on Teams	SLT	w/c 7.9.20
		Modules available to staff	SLT	w/c 7.9.20
		Reconnect Curriculum Plans in place and shared	SLT	17.7.20

	<ul style="list-style-type: none"> If necessary, select the online tools that will be consistently used across the school or group of schools in order to allow interaction, assessment and feedback, and make sure staff are trained in their use and provide printed resources for pupils who do not have suitable online access If necessary, apply for government-funded support to access one of two free-to-use digital education platforms: G Suite for Education or Office 365 Education 	<p>Class Dojo in place Teams in place Teacher plans include assessment/feedback opportunities and avoid printing if possible Application to KPC for Kindles Pupil packs prepared Specific survey (from newsletter feedback) regarding need for packs as opposed to use of remote learning</p>	<p>SLT SLT Teachers SW Office Office Trust</p>	<p>17.7.20 17.7.20 7.9.20 August 20 On-going 7.9.20 </p>
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