



Risk Assessment Form

School name	<i>Hoyland Common Primary</i>
Location	<i>Whole school:</i>
Date of Assessment	<i>08-07-20:</i>
Manager / Event Leader responsible for the Basic Activity	<i>B Fallon:</i>
Lead Risk Assessor for the Basic Activity (If applicable)	<i>B Fallon:</i>

Activity/s covered by this risk assessment: Over view of the strategic approach to the return to school for pupils on the 1st of June following schools' closure due to the Covid-19 Pandemic. On completion of risk assessment confirm share with Trust intention to open, this needs to be shared for reference with local governing body.

Minimising the Coronavirus Risks

Hazard	Risks	Control Measures	Actions Required	Responsible person	Target Date(s)
Infection of staff and pupils and transmission of virus	Children and staff become infected	<p>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 the setting.</p> <p>Responds to any potential infections by engaging with the NHS Test and Trace process</p>	<p>Ensuring that pupils, students, staff and other adults do not come into the setting if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the day is sent home, are essential actions to reduce the risk in settings and further drive down transmission of coronavirus (COVID-19). All settings must follow this process and ensure all staff are aware of it.</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p> <p>If anyone in the 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</p> <p>Ensure all staff are aware of potential symptoms</p>		10-07-20

		<p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test</p> <p>Schools should ask parents and staff to inform them immediately of the results</p>	<p>https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus</p> <p>Understand the NHS Test and Trace process and how to contact the local Public Health England health protection team. Ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit • provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) <p>https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</p> <p>https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the setting's community. Contain any outbreak by following local health protection team advice.</p> <p>if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating</p> <p>if someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus</p>		
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			(COVID-19) infection' and must continue to self-isolate for at least 7 days from the onset of their symptoms		
		Robust hand and respiratory hygiene	<p>Clean hands thoroughly more often than usual.</p> <p>Ensure the setting has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</p> <p>Build hand washing into daily routines</p> <p>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. The setting has adequate supplies of tissues. Bins are available and regularly emptied</p>		15-07-20
		Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.	<p>Liaise with cleaning contractor to put in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</p> <ul style="list-style-type: none"> • more frequent cleaning of rooms or shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal 		
		<p>Minimise contact between individuals and maintain social distancing wherever possible.</p> <p>Put in place mechanisms to reduce contacts and maximise distancing between those in school where ever possible to minimise potential for contamination</p>	<p>reducing the number of contacts between children and staff and keep groups separate in bubbles. Maintain distance between individual. Consider:</p> <ul style="list-style-type: none"> • children's ability to distance • the lay out of the school • the feasibility of keeping distinct groups separate while offering a broad curriculum <p>Schools will assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the</p>		

		<p>so far as reasonably practicable</p> <p>Put in place groupings to minimise contacts and reduce occasions where there can be contacts</p>	<p>practical logistics within and around school, they can look to implement year group sized 'bubbles'</p> <p>Whatever the size of the group, they should be kept apart from other groups where possible</p> <p>Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable however where possible it should be minimised.</p>		
		<p>Put in place measures within the classroom to reduce chance of infection.</p>	<p>Arrange classrooms to reduce contamination. Ensure staff maintain distance from pupils and other staff.</p> <p>adults should maintain 2 metre distance from each other where possible.</p> <p>For children old enough, they should also be encouraged to maintain distance and not touch staff and their peers where possible. This is not possible for youngest children or some children with complex needs. For younger children smaller/class groups are recommended.</p> <p>Schools should make small adaptations to the classroom to support distancing where possible. That should include ensuring pupils are not face to face, this might include moving unnecessary furniture out of classrooms to make more space.</p>		

		<p>Put in measures elsewhere to reduce risk of infection</p>	<p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>Review approach to assemblies, plans for lunch time and break times, toilets, pick up and drop off.</p> <p>Ensure additional cleaning of shared spaces is in place</p> <p>groups should be kept apart and movement around the school site kept to a minimum</p> <p>schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Review use of shared spaces and how they are set up and cleaned – Including playground spaces.</p> <p>Plan suitable shared spaces for staff so to support social distancing of adults. Use of staff rooms should be minimal.</p>		
		<p>Measures for arriving and leaving school</p>	<p>Staggered starts will be implemented to reduce bottle necks and larger gatherings of pupils/parents.</p> <p>Use alternative entrances for year groups to reduce bottle necks and larger gatherings of pupils and parents</p> <p>Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p> <p>This is particularly important for those children who will be new to school (EYFS)</p>		

			<p>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them</p> <p>They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom</p>		
		Other considerations in reducing the risk of infection.	<p>Consider how SEND pupils are supported in accessing school. Including reviewing individual risk assessments.</p> <p>Consider how peripatetic teachers and/or other temporary staff are used and how measure or communicated with them.</p> <p>Other visits to site should only be held if absolutely necessary. Where necessary how are measures communicated with contractors.</p> <p>Put in place risk assessment for any dual registered pupils who may attend more than one site.</p> <p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles</p>		

			It is still recommended that pupils limit the amount of equipment they bring into school each day		
		Where necessary, wear appropriate PPE.	<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p>		
		Manage confirmed cases amongst the school community and contain any outbreak by following local health protection team advice	<p>take swift action when they become aware that someone who has attended has tested positive for coronavirus by contacting the local health protection team</p> <p>Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p>		
School Operations					
Hazard	Risks	Control Measures	Actions Required	Responsible person	Target Date(s)
School Transport	Risk of infection and cross contamination	Liaise with any provider of transport to ensure	Contact private providers of transport to ask for risk assessments, Ensure those arriving at school via home to school transport follow measure that have been put in place on arrival to school		

		appropriate measures are in place			
Children not attending school	Children continue to fall behind educationally, become socially isolated and may become at risk	<p>Ensure parents are aware of the duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;</p> <p>School will record attendance and follow up absence.</p> <p>School will issue sanctions where necessary</p> <p>Put in place appropriate initiative to promote attendance</p>	<p>Identify the small number of pupils will still be unable to attend in line with public health advice because they are self-isolating</p> <p>Communicate with all stakeholders that shielding advice for all adults and children will pause on 1 August.</p> <p>Complete individual risk assessment for children with EHCPS or children with additional medical need</p> <p>Offer immediate remote education for those children who cannot attend school because they are complying with clinical and/or public health advice.</p> <p>Support pupils, parents and household who may be reluctant or anxious about returning to school, through effective communication or in school well-being support</p> <p>communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year</p> <p>identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. Including PP, vulnerable, previously PA or who have been reluctant to engage during the pandemic</p> <p>Work closely with EWS as appropriate to return to school. (N.B. may be a use of catch up funding).</p>		
Ability to deliver a full school offer due to a	School will not be able to open fully	The control measures put in place in the risk assessment should significantly mitigate risk of infection - including	Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing.		

reduced workforce		those who are extremely clinically vulnerable and clinically vulnerable	<p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p> <p>Complete risk assessment for those who are pregnant.</p> <p>For people with particular characteristics they may be at comparatively increased risk from coronavirus a risk assessment must be completed</p>		
The well-being of staff is put at risk	Increased risk of staff absence and reduced well-being	<p>Provide opportunities for regular check in with staff</p> <p>Offer initial support from HCAT HR</p> <p>Provide more specialist counselling where possible</p>	<p>Consult with staff and Communicate effectively the measure put in place within the risk assessment.</p> <p>Share with staff the guidance on mental health and for pupils and teachers</p> <p>https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</p> <p>KIT meetings completed with all staff regularly.</p>		
Staff workforce, particularly ITT and ECT teachers are not suitably experienced	Children do not receive quality education and staff feel under supported	Ensure appropriate CPD and support is in place for ECT and ITT students and staff new to school.	<p>Ensure appropriate inductions are completed.</p> <p>Mentors are in place for ECT and ITT students and there is the appropriate release time and CPD is in place.</p> <p>Share HCAT share point</p> <p>Use ITT students effectively to support small groups, support online learning, deliver catch up lessons,</p>		
Staff having to quarantine following visits abroad	Reduced workforce	Identify those staff who may have booked to travel abroad.	<p>What impact will any staff travelling abroad having to quarantine?</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk</p>		

			staff will need to be available to work in school from the start of the autumn term. School leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term. Share HCAT policy		
The safeguarding of pupils is not effective	Children may be at risk of harm	Ensure safeguarding policy is fit for purpose	Review of safeguarding policy in line with KCSIE 2020.		
School catering services aren't available	Meals cannot be provided	Liaise with catering services to ensure that school meals can be provided	Ensure there is clarity from providers in terms of what is on offer and communicate this with parents.		
Increased risk of infection on educational visits	Children and staff become infected	Educational visits are unlikely to happen during the autumn term	Any visit must be agreed with HCAT		
Lack of extra curricular provision to support social development and also working parents	Wrap around care not provided	Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term	schools may need to respond flexibly and build this up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents. Clubs will need to be completed in year group bubbles.		
Curriculum, behaviour and Pastoral Support					
Hazard	Risks	Control Measures	Actions Required	Responsible person	Target Date(s)
The curriculum does not support learners to catch up and keep up	Children do not close the gaps in their education that have been caused by the pandemic	education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.	prioritisation within subjects of the most important components for progression, development of Autumn term recovery curriculum Consider how all subjects can contribute to the filling of gaps in core knowledge. A programme of catch up support should be designed utilising additional funding. Including additional learning to fill gaps in core during school and in after school booster sessions.		

		<p>the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects</p> <p>remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	<p>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils’ knowledge with the aim of returning to the school’s normal curriculum content by no later than summer term 2021.</p> <p>Curriculum planning should be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment and AFL</p> <p>Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown – seesaw to be used to support this approach.</p> <p>Relationships and health education (RHE) for primary aged pupil schools and relationships will be delivered within the Academic year 2020-2021</p> <p>For children in nursery settings, teachers should focus on the prime areas of learning. For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.</p>		
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Children are affected by the pandemic socially and emotionally	Children social and emotional needs are not met	Provide additional support for those who are finding it difficult to re-adjust to school or reluctant to return	<p>Complete CPD on TIF</p> <p>Public Health England and NHS England are hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards</p> <p>https://www.eventbrite.co.uk/e/dfesupporting-pupil-and-student-mental-wellbeing-tickets-110796856380</p> <p>Schools to provide more focused pastoral support where issues are identified</p> <p>some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks it needs to be identified how these are supported.</p>		
EHCP Pupils at greater risk		Review/Complete Individual risk assessments for all EHCP pupils and share with Class teachers Parents to ensure safety of EHCP pupils.	SENCO/Leaders to coordinate programme of review of risk assessments		
Childrens behaviour is affected due to the pandemic	Learning is limited due to poor behaviour	Review and update behaviour policy with any new rules etc	<p>New behaviour policy shared with staff, parents and pupils,</p> <p>Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions particularly in relation to hygiene and safety rules.</p>		
Assessment and Accountability					

Hazard	Risks	Control Measures	Actions Required	Responsible person	Target Date(s)
Pupils have missed a critical period of their education due to lockdown in the 2019/20 academic year.	Decline in outcomes	Accurate assessments are made using Teacher Judgement, Moderation and Challenge	<p>Ensure the curriculum remains ambitious and addresses the gaps in learning. Assessment if used effectively to track the position of pupils</p> <p>Curriculum is designed to meet the assessment criteria for to ensure continued high standards in:</p> <p>the phonics screening check key stage 1 tests and teacher assessment the Year 4 multiplication tables check key stage 2 tests and teacher assessment</p> <p>following the cancellation of the 2020 assessment schools need to continue to support children in readiness for a potential phonics screening check in Y2</p>		
Contingency and Planning for Outbreaks					
Hazard	Risks	Control Measures	Actions Required	Responsible person	Target Date(s)
School needs to close due to outbreak	Localised Outbreak	Process followed should a localised outbreak occur	If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide on which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area and will support appropriate authorities and individual settings to follow the health advice.		
Bubbles need to close due to outbreak	Individual Outbreaks	Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have	If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is		

		<p>someone in their household who does, do not attend the setting.</p> <p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and education settings must consider how to implement this. Settings must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p>	<p>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 must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained</p> <p>Make sure that everyone washes their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.</p> <p>The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people.</p> <p>Reduce the number of contacts between children and staff. Keep groups separate (in 'bubbles') and through maintaining distance between individuals.</p>		
Children miss further learning	Remote education support	Ensure there is the capacity to offer immediate remote education.	Engage proactively with parents and carers to explain the support that their children are receiving, to discuss the plans for returning to settings and to consider how parents can support this and any additional help they might need.	P	

Head Teachers Assessment Acceptance Statement	
I accept the details of the assessment and will ensure that the risk control measures identified, any risk control actions identified, and monitoring requirements are acted upon within the given time scales.	
Head Teacher: Signature: B Fallon	Date: 8/07/20

<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>