

COVID-19: Risk Assessment

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education.

School name:	Maundene	Assessment conducted by – name:	Dora Indresano		
Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers, vulnerable people	Assessment conducted by – job title:	Headteacher		
Assessment date:	09/07/2021	Review interval:	Monthly	Date of next review:	09/09/2021

Note: Risks assessments must be reviewed quarterly, whenever there is a significant change in the activity and following any incident. Risk assessments must be retained for a period of 6 years.

Related documents	
<p>Trust/Local Authority/School documents:</p> <ul style="list-style-type: none"> June Covid Guidance Inspire Curriculum Medway Flow Chart Health and Safety RA Intimate Care Policy Positive Handling Policy Behaviour Policy Addendum Covid 19 Safeguarding and Child Protection Policy Addendum Parent Communication Attendance Policy Remote Education Document 	<p>Government guidance:</p> <ul style="list-style-type: none"> Schools COVID-19 Operational Guidance (from Step 4) Actions for Early Years and Childcare Providers during the COVID-19 Pandemic (from Step 4) Coronavirus (COVID-19): Education and childcare Contingency Framework: education and childcare settings Safe working in education, childcare and children’s social care Coronavirus (COVID-19) Collection: guidance for schools and other educational settings COVID-19: cleaning in non-healthcare settings GOV PPE use guidance for Non-Aerosol Generating Procedures Gov Stay at Home Guidance Gov arranging a COVID test Safe working in education, including use of PPE NHS Test & Trace Guidance

<p>Maundene Catch Up Funding</p> <p>SEND Remote Learning Guidance</p> <p>Trust CCC – link needed</p> <p>Covid Outbreak Management</p>	<p>NHS Posters</p> <p>Coronavirus Safer Travel Guidance for Passengers</p> <p>GOV Extra Mental Health Support for Pupils and Teachers</p> <p>Guidance for Food Businesses on COVID-19</p> <p>Travel Abroad and Coronavirus (COVID-19)</p> <p>Teaching a broad and balanced curriculum for education recovery</p>
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Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major health issue, significant reduction in educational attainment or risk of complete failure in operational delivery	H	H	M
	Severe: Causes illness requiring medical attention, reduced education attainment that cannot be recovered in the academic year or significant reduction in operational delivery	H	M	L
	Minor: Causes short-term, recoverable health issues, recoverable reduction in education attainment or manageable reduction in operational delivery	M	L	L

Area for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional measures / comments	In place? (Yes/No)	Residual risk rating (H/M/L)
Infection control						
Spread of COVID-19 due to poor hygiene and infection control	M	<ul style="list-style-type: none"> • Current government guidance has been applied, and specifically the DfE system of control measures set out in the latest government guidance are in place as follows: • Ensuring good hygiene for everyone • Handwashing routines are taught to pupils using suitable age/need appropriate materials – remind children to wash hands after using the toilet. • Hand cleaning is regular practice. Children will clean their hands regularly (with soap and water or hand sanitiser) • It takes place as a minimum: when pupils, staff or visitors enter the school; at break; before and after lunch; before leaving school; whenever the toilet is used. • Checks are scheduled during the day on stocks of hand sanitiser, soap and paper towels. Steps are taken to ensure that there is sufficient supply in school. • Resources are available to enable staff to follow the 'catch it, bin it, kill it' approach • Posters are downloaded which remind pupils and staff about the approach and the importance of handwashing. These are displayed around the school, particularly by washbasins/ toilets and at entry/exit points • As with hand washing routines, younger children and those with complex needs should be helped to get this right 	Y		Y	L

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		<ul style="list-style-type: none"> • Maintain appropriate cleaning, regimes, using standard products such as detergents In line with the cleaning in non-healthcare guidance regular cleaning of areas and equipment should be put in place, with a particular focus on frequently touched surfaces: • frequently touched surfaces being cleaned more often than normal • ensure spaces remain clutter free • premises team to wipe down frequently touched surfaces during the day • cleaning company engage in daily cleaning of classrooms and common areas end of day • staffrooms to be cleaned regularly by the cleaners and staff take responsibility for cleaning their own space - microwaves, fridges and other touch points (this is not an exhaustive list) to be wiped down by staff after use • staff to wipe down tables in lunch hall after every sitting • Stock checks and stock control are maintained by the Premises Team • Current guidance should be followed • Keep occupied spaces well ventilated • When the school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained. <p>This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> • natural ventilation – windows are opened (in cooler weather windows are opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). 				

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		<p>Internal doors are opened where possible to assist with creating a throughput of air.</p> <ul style="list-style-type: none"> • natural ventilation – if necessary external opening doors are opened (as long as they are not fire doors and where safe to do so) • Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19 • Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do • They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to risk of them passing on COVID-19 (for example, they are required to quarantine) • If anyone at schools develops COVID-19 symptoms however mild, they will be sent home and should follow public health advice. • If a child is sent home, a member of the family or household will be asked to collect them wherever possible • If anyone is sent home, they will be reminded to avoid using public transport • A child with symptoms awaiting collection will be left on their own if possible and kept at a distance from the supervising staff member, ideally in a well-ventilated place. PPE is required if this distance cannot be maintained or there is a risk of contaminated bodily fluids. A room or space will be provided for a child awaiting collection. The rooms used will be cleaned after they have left. • If the child uses the bathroom, it will be thoroughly disinfected before use by anyone else. 				

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		<ul style="list-style-type: none"> • School to promote asymptomatic testing, where staff should undertake twice weekly home tests whenever they are on school site until the end of September (to be reviewed and guidance updated) • Regular school communication will remind staff of the expectations for reporting <ul style="list-style-type: none"> - weekly staff notice reminder and regular emails - staff advised to take tests every Sunday and Wednesday morning • Any staff and pupils with a positive LFD test result should self-isolate in line with the stay-at-home guidance. They will also need to get a PCR test to check they have COVID-19. Whilst waiting for PCR result, the individual should continue to self-isolate • If PCR test is taken within 2 days of the positive lateral flow tests, and is negative, it overrides the LFD test and the pupil can return to school as long as they have no COVID-19 symptoms • Any staff who receive a positive PCR test without undertaking a LFD test will need to isolate immediately and follow the government guidance • PCR & LFD testing will only be used to support detection of asymptomatic cases • All staff and families are cognisant with the latest guidance on what to do if they, or their child, displays COVID symptoms • From Step 4, close contacts will be identified via NHS Test and Trace. If staff test positive, NHS Test and Trace will work with them to identify close contacts. If contacted by NHS for support, school will work with them to help identify close contacts. <p>In the light of any local outbreaks, a COVID-19 Outbreak Management Plan has been created and will be implemented when advised to, based on the</p>				

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		contingency framework for managing local outbreaks provided by the Department for Education (DfE).				
Risk of a member of staff or pupil with suspected COVID-19 symptoms being in school which leads to spread of infection	M	<ul style="list-style-type: none"> • Current government guidance is being applied • The individual engages fully with the NHS Test and Trace process and staff and parents understand and act on their obligations under NHS Test and Trace to get tested if they show symptoms of COVID-19. • Appropriate guidance is followed according to the result of the test. If the test is positive they will engage with NHS Test and Trace to identify close contacts and those individuals will be contacted by NHS Test and Trace on next steps • When a case is identified, a designated staff member should initiate contact tracing procedures • School to follow flowchart in response to any suspected COVID-19 case • Staff, pupils and parents have been briefed regarding the need of when to self-isolate in accordance with the latest government guidance. Communication set and monitored by ELT. • Procedures are in place to ensure that staff, pupils or visitors do not enter the school if: they have COVID-19 symptoms/ live with someone who has COVID-19 symptoms / have been told to self-isolate by a healthcare professional until is safe to do so according to the latest government guidance • Any staff/pupils who become unwell at school must be isolated immediately and sent home as soon as possible with arrangements made for them to take a test under NHS Test and Trace. Child taken to COVID First Aid room and supervised by ELT and First Aider (office staff). All guidance will be followed and parents contacted if a child. • A room and separate toilet have been designated to accommodate any suspected case whilst they are 	Y		Y	L

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		waiting to be collected. Additional spaces have been identified in the event of multiple simultaneous cases arising. Office will alert cleaning company straight away to ensure enhanced cleaning takes place. <ul style="list-style-type: none"> • Staff and pupil absence related to COVID-19 is monitored and carefully tracked so that no pupils or staff are accepted back into school before the incubation timeline has elapsed as set out in the latest government guidance (monitored by ELT) • Arrangements are in place to notify the Trust/Local Authority of any pupils or staff who test positive for COVID-19. ELT responsible • Support and advice are sought from the Trust for any queries/complex cases. Further advice is sought from the Local Authority/DfE/PHE as required 				
Spread of infection through contact between individuals	M	<ul style="list-style-type: none"> • Minimise contact between individuals • Bubbles are used to keep groups separate • Bubbles will be of an appropriate size to achieve the greatest reduction in contact and mixing whilst ensuring the normal operation of school life can be maintained for children (EYFS bubble, KS1 bubble and then year group bubbles) • Staff are encouraged to take personal responsibility to maintain social distancing where possible. • Staff are kept consistent with each bubble as far as operationally possible. If staff move between bubbles, then distancing and good hand hygiene will be reinforced. Staff who cross bubbles can request an individual risk assessment • Ideally, no more than 1 bubble will occupy a shared space (hall, dining room etc.) at one time. Should an exceptional operational need necessitate more than 1 group being in a shared space, then a 2m distance between the bubbles will be maintained • Additional cleaning is in place where spaces are being shared e.g. cleaning of dining tables between bubbles 	Y	<ul style="list-style-type: none"> • 	Y	L

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		<ul style="list-style-type: none"> • Timetabling allows for bubbles to be kept apart as much as possible. Staggered start and finish times, staggered break times and staggered lunch times are implemented. • Large gatherings, such as assemblies, with more than 1 bubble will not take place. Assemblies will be virtual • For each bubble, basic equipment (such as pen/ pencil/ whiteboard pen and whiteboard/ ruler) that pupils routinely need is collated and kept in separate bags. Each pupil keeps this bag of equipment for their own use • Frequently shared resources (within a bubble e.g. books/games) will be cleaned more regularly • Outdoor equipment should be cleaned more frequently. Staff in bubbles will be clean outdoor equipment after each bubble use • Where teachers are sharing resources, they should ensure good hand hygiene and cleaning routines • Resources that are taken home will have a cleaning/rotation procedure in place and staff/children will follow the systems of controls in place of quarantining and cleaning as above • Protocols are in place for managing any essential visits to site e.g. supply teachers, peripatetic teachers, volunteers, teacher placement students, Trust staff, emergency contract workers, IT technicians <ul style="list-style-type: none"> - Visitors will be permitted to enter school grounds outside school day with strict hygiene routines - all bookings for visitors/contractors will occur after school unless it is an essential case which is discussed with ELT - if interviews are needed face-to-face, the school's control measures will be shared and made clear to candidates they must follow the system of controls; this includes face coverings in smaller rooms 				

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		<ul style="list-style-type: none"> - ELT to monitor use of volunteers ensuring safety measures are in place and limited numbers of outdoor people • Parents have received guidance on school times for their child and protocols set out for attending the school i.e. should remain 2m apart from others, should follow staff members instruction and should not congregate outside the school, only 1 adult per household to drop off children if children arrive/leave on their own • If a child or staff member tests positive, then updated guidance around Test & Trace will be followed. Individuals will engage with NHS Test & Trace. NHS Test & Trace will identify close contacts and they will directly contact those deemed to be close contacts to self-isolate 				
<p>Admitting children into school resulting in potential infection</p>	<p>M</p>	<ul style="list-style-type: none"> • The school has informed parents, students, carers, employees and visitors not to enter the school if: • they are displaying any symptoms of coronavirus (following the COVID-19 guidance for households with possible coronavirus infection), • they are legally required to quarantine, having recently visited countries on red or amber list (unless double vaccinated) • they have had a positive test • have been in close contact with someone who tests positive for COVID-19 • The school can take the decision to refuse a pupil to come into school despite a parent or carer insisting in the school's reasonable judgment to protect other pupils and staff from possible infection with COVID-19 <p>In addition:</p>	<p>Y</p>	<ul style="list-style-type: none"> • 	<p>Y</p>	<p>L</p>

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		<ul style="list-style-type: none"> • Staff are reminded that they have received training on infection control that gives them a good understanding of how the spread of coronavirus occurs and can be mitigated. • Infection control training is arranged for new staff • All pupils travelling to England must adhere to travel legislation 				
Lack of / incorrect use of PPE or inappropriate disposal leading to increased risk of infection	M	<ul style="list-style-type: none"> • The latest government guidance on wearing PPE in schools is applied • School guidance has been issued to staff around the need for PPE and how to put on, and take off, PPE correctly. Details of our wearing PPE, disposing of PPE are included in our School Guidance • The need for PPE in some circumstances, such as providing intimate care, will be subject to a thorough individual risk assessment in line with intimate care policy • Adequate supplies of PPE are secured for staff where risk assessment identifies wearing of PPE is required. Premises Team and office to monitor and re-order as needed (CR) • Spill kits are available to be used when cleaning visible bodily fluids produced by a person with coronavirus (COVID-19) to reduce the risk of contamination • Guidance has been issued regarding the correct disposal of PPE • Staff are provided with face masks if specifically required. Gloves and aprons are made available if required which can be requested by the main office / ELT • Staff are referred to the government PPE guidance document • Cleaning company to be told of any possible increased risk of infection with specific locations identified to allow for a deeper clean if needed 	Y		Y	L

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		<ul style="list-style-type: none"> Individual risk assessments for those children with intimate care or those with behaviour plans have been created and shared with relevant staff 				
<p>Spread/contraction of COVID-19 due to insufficient First aid measures or poor arrangements when handling student's medication. This includes:</p> <ul style="list-style-type: none"> Dealing with general First aid; Lack of trained first aiders; Dealing with a suspected case of Covid-19; Inappropriate handling/removal of clinical waste Intimate care procedures. 	M	<ul style="list-style-type: none"> A specific First aid needs assessment has been completed (see First Aid Policy) The FA assessment takes into account numbers and ages of students, number and training of employees; This information forms the decision on what activities and groups can safely be managed within the school; This includes sufficient first aiders for the school to the number of students with a particular focus on early years provision; Qualified first aiders are in place at an appropriate ratio for paediatric first aiders for Early Years provision (Note there is a three-month additional time allowed for requalification due to current restrictions). There is a first aider and paediatric first aider in EYFS; The school has a specific room/area dedicated for suspected cases of COVID-19 (see earlier rows); Where an individual exhibits symptoms during the school day, the individual will be escorted to the marked Isolation Room/Area to isolate them from the main population until additional medical assistance can be gained. This may be 111 support, an ambulance or until they leave the site to self-isolate. Family Room is first room point to be used. Where the risk of contact with droplets to the face, e.g. from coughing or vomiting, face protection will be provided through visors (in office, adjacent to COVID first aid room) Where visible contamination, e.g. saliva droplets, is present face protection in the form of mask, goggles or face shield will be provided. PPE stored in isolation rooms 	Y		Y	L

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		<ul style="list-style-type: none"> • All building users are monitoring their own health, reporting of symptoms and self-isolating • Where essential, the school will provide individual displaying symptoms with a home testing kit – where the individual is a pupil, the kit will be provided to their parent or carer • First aiders required to assist this person will wear full PPE including, apron, gloves, mask and visor; • First aiders have completed appropriate training for 'donning and doffing' PPE – PHE guidance: https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures • PPE is disposed of in accordance with NHS COVID-19 waste management guidance; https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings • The first aid room is cleaned frequently and after each use (when first aid care has been provided). • Staff dispensing medication to students should minimise contact and their wash hands before and after dispensing the medication. If required, gloves will be worn by staff when giving medication • Where appropriate, students should take the medication out of the blister packs/bottles then place the unused ones back in the cupboard, etc. 				
Staff and pupil wellbeing						

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<p>Staff and pupils (or close family members), which current evidence suggests, have increased vulnerability to infection or poorer outcomes from COVID-19 are not given adequate consideration for this higher risk of infection leading to higher risk of infection in this group</p>	<p>M</p>	<ul style="list-style-type: none"> The latest government guidance is applied Attendance to be monitored by KH and DI Staff and pupils with underlying health issues have been provided with updated guidance and discussions have been held with them regarding attending work/school. Additional risk assessments have been carried out, completed by ELT and care plans by HSSW Worker and SENCo All members of staff and pupils with underlying health issues have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. Individual risk assessments undertaken half termly reviews and in light of changing government guidance. All kept centrally on Leadership Drive Staff and pupils are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically extremely vulnerable as set out in the latest government guidance For vulnerable staff and pupils, concerns are discussed, procedures explained and risk assessments in place. Individual risk assessments for key staff and children undertaken by HSSW/SENCO (pupils) and ELT (staff) An individual risk assessment is in place for any clinically extremely vulnerable members of staff and this is reviewed regularly. A pregnancy risk assessment is in place for any pregnant staff and this is reviewed regularly (half termly or with changing government guidance) School to support in encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible even during term time. 	<p>Y</p>	<ul style="list-style-type: none"> 	<p>Y</p>	<p>L</p>

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Staff and / or Pupils suffer deterioration in their Mental health due to COVID-19	M	<ul style="list-style-type: none"> • Wellbeing/mental health issues are discussed with pupils during PSHE/assemblies and at other appropriate opportunities • Regular contact is kept with any vulnerable families who are isolating. Monitoring is kept on CPOMS • Age-appropriate websites/resources are provided for pupils. Staff direct pupils to these resources and are open to discussing them • ELT have provided staff with up to date guidance (see Mental Health Support by Gov) • Pastoral support and extra-curricular activities should be used to support with re-building friendships and improving mental well being • School will continue to draw on external support for children as necessary • Leadership teams have ensured all staff are aware of resources that can be used to support the mental well-being of young people • Staff are directed to the trust’s Employee Assistance Programme provider and are made aware useful websites and resources that they might find also find 	Y		Y	L

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		<p>helpful themselves. Communicated weekly during</p>  <p>staff notices</p> <ul style="list-style-type: none"> • Line managers stay in touch regularly with staff and check that they are well • Staff are made aware of the Test and Trace Support Scheme • Staff are made aware of national initiatives including the Well-being for Education return programme and Education Support helpline • Staff briefings and training focus on wellbeing, recognising the importance of their own wellbeing and that of their pupils • Appropriate work plans are agreed with staff and support is provided where necessary • Staff working from home help to provide remote learning for any pupils who are not at school • Staff are considered as individuals and managed accordingly • Wellbeing and work-life balance are promoted with all staff 				

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		<ul style="list-style-type: none"> The trust has access to trained staff who can deliver any bereavement counselling and support 				
Operational issues						
Current policies and procedures have not been adapted/updated to take account of COVID-19 impact resulting in conflict between policies or policies not fit for purpose in the current Covid climate	M	<ul style="list-style-type: none"> Existing policies and procedures have been updated/adapted to take account of COVID-19 impact Fire procedures have been reviewed and revised where required, e.g., due to: <ul style="list-style-type: none"> possible absence of Fire Marshalls Staff and pupils have been briefed on any new evacuation procedures Incident controller and Fire Marshalls have been trained/ briefed appropriately A staff rota for additional Fire Marshalls has been drawn up to cover any absences. Any additional staff temporarily taking on the role have been briefed accordingly 	Y		Y	L
Third party contractors and visitors on-site whilst school is in operation may pose a risk to infection control	M	<ul style="list-style-type: none"> Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times Where contractors are likely to spend significant amount of time on site, then they should be requested to conduct lateral flow tests In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction) and these have been reviewed Site guidance on hygiene is explained to visitors on or before arrival. 	Y		Y	L

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Staff shortages due to absence may compromise operational safety	M	<ul style="list-style-type: none"> • The health status and availability of every member of staff is regularly updated so that deployment can be planned. Staff reminded of staff absence procedure, including those working at home • All SLT/senior staff members are briefed on each other's roles in order to avoid any single point of failure • Sufficient cover/supply staff are available • Roles have been reallocated to cover any critical functions where appropriate. Staff have appropriate competences and training to fulfil their roles • Staff have been trained /briefed across disciplines to avoid any single points of failure • There are sufficient qualified first aiders to cover the numbers of staff and pupils on site, monitored by ELT and First Aid lead (CR) • Premises staff levels are maintained and suitable for the use of the building • Appropriate cleaning and premises staffing levels are in place • Waste removal and enhanced cleaning programs are in place for the potential coronavirus contaminated waste 	Y		Y	L
Hazardous substances management, unsuitable COSHH management and unsafe use of chemicals leading to ill-health, environmental contamination or fire.	M	<ul style="list-style-type: none"> • Suitable storage and management of flammable hand sanitizer is in place – undertaken H&S Audit with Premises team • All chemicals used for the cleaning of school buildings and equipment is COSHH assessed and managed appropriately • Material safety data sheets are held for all chemicals and readily available to all staff • All cleaning chemicals are stored safely and securely in accordance with requirements • COSHH safety training has been completed by all those using chemicals for cleaning, COSHH e-learning training is available from the Judicium portal 	Y		Y	L

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		<ul style="list-style-type: none"> Appropriate PPE is available for all cleaning including suitable PPE for cleaning of potential coronavirus contaminated rooms or equipment. 				
Catering arrangements lead to increased risk of infection; failure of provision leads to pupils not being fed properly	M	<ul style="list-style-type: none"> The catering services are aware of all the latest government guidance and adhere to this. xxx have provided separate risk assessment for their staff and safe handling of food, in-line with government guidance. Benefit related FSM pupils will be provided for whether they are in school or at home (term time). This will be provided in accordance with government guidance. Parents will be encouraged to register for FSM where their financial circumstances have changed and they now meet the requirement for FSM -ParentMail sent and support through Office Staff 	Y		Y	L
Arrangements not kept up to date with current guidance (e.g., local/national arrangements for CEV staff and pupils) leading to ineffective measures to manage current level of Covid risk	M	<ul style="list-style-type: none"> COVID arrangements are regularly reviewed to ensure they are in line with current guidance and any additional restrictions introduced as part of the Contingency Framework/national lockdown https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings/contingency-framework-education-and-childcare-settings 	Y		Y	L
Education risks						
Risk of all pupils from Inspire Partnership schools failing to maintain recommended daily learning activities and continuing to make good progress. The risks of not maintaining good learning	M	<ul style="list-style-type: none"> School attendance is mandatory. School has communicated this expectation regularly and consistently with all families and other professionals where appropriate School will follow the usual systems for monitoring and reporting poor attendance (led by KH) School has identified 'at risk' families and develop plans to re-engage these families 	Y		Y	L

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<p>progress are especially high for pupils with SEND, younger age pupils and pupils deemed disadvantaged.</p>		<ul style="list-style-type: none"> • School leaders held Progress Review Meetings at the end of the Summer term to ensure gaps have been appropriately identified and effective strategies are in place for the new year • Everyone must follow the systems of controls to reduce risks for the community • School to ensure that, where appropriate, pupils engage with remote learning via electronic devices / printed learning. Engagement tracker to identify those not accessing learning and agreed actions devised accordingly and class teacher to monitor children's attendance and participation on the daily zooms • Audit of provision of parental access to broadband networks / devices per household / access flexibility / pupils at risk of not completing learning or engaging in learning. <p>Planned intervention to include:</p> <ul style="list-style-type: none"> • Ensure pupils without access are provided with school device resources. (list of devices stored and household data. All loan laptops have been logged and school offering printed home learning packs for those requested). School has a list of families with devices accessible for any return of home learning (e.g. bubble closure). All laptops and devices have been stored and tracked • Identified pupils to receive daily phone calls from identified staff. If a bubble closure, weekly phone call check in and vulnerable additional check ins with HSSW Worker. If self-isolating without bubble closure, office/HSSW worker check in weekly • Middle and senior leaders to monitor weekly lesson completion and engagement. Engagement tracker used to identify next steps and follow up activities with parents to increase engagement. 				

Area for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional measures / comments	In place? (Yes/No)	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> • Covid catch up funding is strategically planned for and utilised. This is recorded on the catch-up funding strategy document and is available on the school website • Inspire Community Collective Catchup (CCC) working party established to address parental engagement and how to engage them with their learning to support the idea of education and form positive relationships with school 				
Widening of education gaps for pupils with SEND further disadvantaging them in comparison to their peers	M	<ul style="list-style-type: none"> • Ensure that pupils with identified learning needs continue to make progress and have their needs met. • All pupils with an EHC plan and vulnerable pupils requiring 1:1 support have an individual learning plan in place which clearly identifies bespoke strategies to ensure learning needs are met. Learning plans should include: <ul style="list-style-type: none"> • Additional resources required to complete remote learning (where appropriate) • How additional adults are providing learning support and any other factors that are contained in EHC plans that require modification • How learning progress and needs are communicated with parents and carers • Specific learning strategies required to be supported by parents and carers 	Y		Y	L
Widening of education gaps for pupils with poor language and vocabulary as a result gaps in attainment widen	M	<ul style="list-style-type: none"> • To ensure that pupils of nursery - KS1 age continue to maintain progress language and oracy development. Risk mitigation includes: <ul style="list-style-type: none"> • SLT to monitor that Inspire Partnership EYFS guidance document is being used to support planning. • SLT to monitor that Inspire Partnership Language and Oracy framework is being adapted for any remote learning and supports weekly planning in school. • Leaders to routinely monitor promotion of good oracy skills in lessons 	Y		Y	L

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		<ul style="list-style-type: none"> • Remote learning/in school learning to include recommended sentence stems / discussion items to be included in remote learning and clear modelled vocabulary for each session. • School has identified specific pupils for planned language and oracy intervention delivered by identified adults. • ELT & SENCo have monitored planning / EHC plans to ensure any specific language and vocabulary needs are differentiated and included in remote learning / physical learning • Leaders have worked with planning teams to ensure that planned phonics interventions are happening for all pupils not making required progress or who have been identified as at risk of not making sufficient progress via learning assessments. 				
<p>Risk of widening of education gaps as a result of failure to focus on core provision expectations.</p>	H	<ul style="list-style-type: none"> • The latest non-statutory guidance on Education Recovery Curriculum is followed: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999590/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf • Planning and monitoring of education provision ensures that quality first teaching follows national guidance and Trust wide expectations. • Remote learning policy to be followed • Whilst a broad and balanced curriculum should remain in place, school leadership teams may consider suspension of some subjects for some pupils in exceptional circumstances e.g. PRIME areas in EYFS may be given more attention for some children • Across KS1/KS2 reading should be a focus in every curriculum subject. Children should have regular opportunities to read, be read to and to develop their vocabulary/spoken language skills. Schools will 	Y		Y	L

Area for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional measures / comments	In place? (Yes/No)	Residual risk rating (H/M/L)
		monitor planning, lessons, pupil voice etc. to ensure this is prioritised by all staff • Covid catch up funding is strategically planned for and utilised. This is recorded on the catch-up funding strategy document and is available on the school website				
Additional site-specific issues						
Transmissions due to asymptomatic cases put pupils and staff at risk and could result in some infections in schools going undetected. This is a particular concern given high transmissibility of new variants.	M	<ul style="list-style-type: none"> • The latest government guidance on LFD testing in Primary schools is in place - https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-scho • School communication highlights the benefits of this approach for the community • Regular school communication will remind staff of the expectations for reporting • School provides a training session to help all staff understand how to test effectively and how to report test outcomes • School maintains a test kit log and a separate results log • Test distribution is managed in a COVID safe way including appropriate face covering and maintaining a 2m distance. All tests are stored centrally and tests are collected without any touch contact between safe. Collection happens in the leadership suite, 1 adult at a time, to ensure sufficient social distancing can be maintained. • All staff who receive a positive test will need to isolate immediately and follow the government guidance • Tests will only be used to support detection of asymptomatic cases 	Y			L

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		<ul style="list-style-type: none"> School to maintain adequate stocks of LFD test kits 				
Additional safeguarding concerns due to not seeing children daily in light of any self-isolation or lockdown	M	<ul style="list-style-type: none"> DSLs in school in contact with external agencies including social workers Weekly phone calls to take place with all children Safeguarding addendum in place and communicated to staff Home visits will be conducted by HSSW if deemed necessary HSSW to engage in constant dialogue with family and keep track on CPOMs 	Y			L