SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment Austrey and Newton Regis CE Primary Schools - 8th March 2021

Warwickshire County Council

Introduction:

This Schools' Risk Assessment document is designed to allow you to review and track your individual readiness to reopen your setting in line with COVID-19 requirements
It has been revised in line with DfE guidance published on 2 July 2020.
It is split into the following sections (one per tab):

- **Social distancing practicalities**
- **Quality of education**
- **Safeguarding**
- **Pupils with SEND (including medical needs)**
- **Emotional and behaviour considerations**
- **Hygiene and cleanliness/health and safety**
- **Possible COVID-19 cases**
- **Transition**
- **Finance**
- **Building work and logistics**
- **Recruitment and staffing**
- **Miscellaneous**
- **Additional (left blank for you to fill in)**

Within each section some initial risks and some possible actions that could be taken to control or mitigate the risks have been pre-populated for you. However these are only **initial suggestions** and it is vital that you **tailor** this risk assessment by **amending / adding to these** as required to ensure you have captured all relevant risk information specific to your setting.

OVERALL RISK CATEGORISATION

Likelihood / Prevalence

WIDER GUIDANCE ON THE RISK ASSESSMENT PROCESS

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment

SYSTEM OF CONTROLS

SUPPORTING GUIDANCE DOCUMENTS AND LINKS

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

Review | Response | Recovery | Reform

Warwickshire County Council

1 - Social Distancing Practicalities

Note it is considered to be more challenging to ensure EY children comply with guidance in this section

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
7	10	0	4.88
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
6	9	0	4.87
			MEDIUM

RISK BREAKDOWN

CURRENT:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	5	12	0	0	0
Severity	0	4	12	1	0

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	5	10	0	0	0
Severity	0	3	11	1	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete: OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete: OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
Maintaining bubbles	Staff and pupils (parents)	virus passed between bubbles.	Since September we operated 4 bubbles. (Nursery/Recption, Year 1/2, Year3/4 and Year 5/6. These bubbles have been maintained from 5th January with slight alterations for the smaller numbers of keyworkers and vulnerable children. These bubbles have their own entrance into the school building but due to low numbers all children have been in school from 9-3. They have staggered playtimes.EYFS/KS1 eat lunch at either end of the hall and KS2 eat their lunch in the classrooms. EYFS/KS1 share a toilet area but have their own toilets but sinks are in separate areas. KS2 bubbles have their own toilets and sink areas. Staff have been allocated to different bubbles and have not moved between bubbles since Jan 5th apart from EYFS and KS1 have shard a midday supervisor outside due to low numbers.	2 - Low	3 - Medium	MEDIUM	Pupils will be in class-sized bubbles so there will still be 4 bubbles (maximum size will be 29). There will be 2 staggered starts and end times and 2 staggered playtimes and lunchtimes. There will be one MDS allocated to each bubble. All other measures will remain in place. Both gates into school will be used so bubbles arriving at the same time will enter the site from different gates. There here will be very clear comminication to parents not to arrive early or late. Waiting areas will be strictly limited and be open for the minimum amount of time. One Senior memeber of staff will go outside to let the children into the buidling. All other memebers of staff will remin inside. Face coverings will be worn.	2 - Low	3 - Medium	MEDIUM	SLT	4th March 21	Green		
Travel to and from school - Dedicated school transport	Pupils and staff	Pupils catch the virus	14 children at Newton use the bus. The bus risk assesment is in place. School sits the children socially distanced in the hall to wait for the bus in family groups and children sit on the bus in in family groups Austrey does not run a bus service	2 - Low	2 - Low	LOW	HT has liaise with bus company about to recieve updated risk assessemnt. HT has also liaiswed with teh chaperone separately to explain that children will wait socially distanced in the hall in family bubbles with siblings whom they live with only. They will therefore need to sit with siblings on the bus as far apart from others as pssoible. there will also need ort be ventilation on the bus. HT has communicated with parents that it would be preferable for this servivece not to be used if at all possible and has encouraged pupils to walk or cycle, or parents to use car if this is an option.	2 - Low	3 - Medium	MEDIUM	SLT and Solus Coaches	4th March 21	Amber		
Travel to and from school - Public transport	N/A - no children or staff use this service														
Beginning of school day	Pupils, parents and staff	mixing of bubbles and parents	All children arrive at 9am due to small numbers but bubbles have seaprate entrances. Parenst do not come near the building and are asked to wear face coverings unless they are exempt. Only one parent to drop off. Only HT ot DHT is on the playground. All other staff remain in the building	2 - Low	3 - Medium	MEDIUM	Two staggered start and end times to allow full teaching hours. Both gates to be used and clear communication with parents about where to park and where to enter the site. Staff will be on duty at the gates and fetch children who will come straight into school to avoid parents hanging around. Each bubble will have its own door inot thew school building. Pupils to come straight into school through a range of pre-determined entrances - Staff on duty to control this. Limit the gathering of pupils and/or parents on the playground. Communicated this to parents well in advance of September.	2 - Low	3 - Medium	MEDIUM	SLT and class teachers	4th March 21	Green		
Parents congregating at the gate (primary)	Pupils, parents and staff	virus spread between parents	Parents are allowed on site on the bottom/infant playground away from the main building. This is because they would otherwise have to wait on a narrow path near the main road where the public bus stop is or in the church yard which is a narrow path or on the road. Monitored by SLT and social distancing message constantly reinforced to parents. Parents and teachers wear face coverings when dropping and picking up but still asked to keep the 2m distance from other adults. Children are to stand by their adults and leave site as soon as possible.	2 - Low	3 - Medium	MEDIUM	• Stress with parents the government's message about social distancing again • Set out clear expectations for drop off / pick up • Leaflet for parents, social media campaign, advice and guidance on website making parents aware of the rationale for this.	2 - Low	3 - Medium	MEDIUM	SLT and class teachers	4th March 21	Green		
Cloakroom facilities	Pupils and staff	mixing bubbles. Children within bubbles crowding in one area	Separate cloakrooms for all bubbles. Monitored by staff.	1 - Very low	3 - Medium	LOW	Close cloakroom facilities or restrict access for a limited number of pupils at a time Encourage pupils to bring only essential items into school. Separate cloakroom for each bubble. Hanging rails for coats bought for classrooms where this is not possible.	1 - Very low	3 - Medium	LOW	Class teachers	4th March 21	Green		
Assemblies	pupils and staff	mixing bubbles	Collective worship done remotely or via video link. Class asssemblies delivered by staff in that bubble	1 - Very low	3 - Medium	LOW	daily class assemblies palnned by RE lead and shared with teachers. HT to video assemblies or do live virtual asseblies for whole school. If weather permits whole school collectove worship may take place outside with bubbles in the four corners of the plaground.	1 - Very low	3 - Medium	LOW	SLT/ RE Lead	4th March 21	Green		
Social distancing in classrooms	pupils and staff	virus spreads within the bubble	Chidren are currently sitting at their own desk and facing the front and are at least 2 m away from the adult at the front of the room as much as possible	2 - Low	3 - Medium	MEDIUM	Maintain bubbles - staff and pupils stay together as much as possible and stick to DFE advice re seating arrangements, social distancing. All teachers and other staff can operate across 2 different cbubbles as a maximum in order to facilitate the delivery PPA/intervetion groups . Where staff need to move between classes they should try and keep their distance from pupils and other staff as much as they can - at least 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer. All PE from sports coaches will be delivered outside as will Forest School. All excess furniture will be removed and children will sit side by side facing the front to avoid face to face contact.	2 - Low	3 - Medium	MEDIUM	SLT/Class teachers	4th March 21	Amber		
Lining-up	pupils	chidren too close together	Lining up avoided if at all possible. Children educated about social distancing and only line up outside if anbsolutely necessary (e.g. fire alarms outside) All face the front.	2 - Low	2 - Low	LOW	• Educate pupils who have not been in school since Dec 20 about social distancing when lining-up • Limit the need for lining-up	2 - Low	2 - Low	LOW	SLT/Class teachers	4th March 21	Amber		
Keeping pupils separate at lunchtime	pupils and staff	mixing bubbles	2 separate play areas used at different times by 2 bubbles only (EYFS/KS1 and KS2). Staggered break times. Staff within the bubbles supervise breaks.	1 - Very low	2 - Low	LOW	Staggered lunchtimes to maintain 'bubbles'. EYFS eat in the hall but all other bubbles eat in the classroom One MDS per bubble. 5 different play areas	1 - Very low	2 - Low	LOW	SLT/Class teachers	Sep-20	Amber		
Social distancing at breaktimes	pupils and staff	mixing bubbles	2 separate play areas used a t different times by 2 bubbles only (KS1 and KS2). Staggered break times. Staff within the bubbles supervise breaks.	1 - Very low	2 - Low	LOW	• Staggered breaks for different classes • Clear expectations about which games are appropriate • supervision by class teachers/TAs	1 - Very low	2 - Low	LOW	SLT/Class teachers	Sep-20	Amber		
Social distancing - toilets	pupils	chidren too close together	Limit number of children in the toilet area. Supervised.	2 - Low	3 - Medium	MEDIUM	• Staff limit the number of pupils (eg one in, one out) Different bubbles to have different toilet facilities								
Staff safety - social distancing	Staff	Staff do not maintain social distancing	Staggered breaks and lunch so staffroom is accessed at different times. Staff stay in bubbles and no staff cross bubbles and are on the premises for the least amount of time needed. Staff room closed other than to fetch a drink and use the fridge. Staff told not to arrive before 8am at the earliest and leave as soon as possible. Clear guidance sent to staff about staying in their own area of the school. Both schools only have one member of staff working in the office. Glass screen to remain closed. All staff to wear a face covering (visor as well if they wish) in all communal areas and may choose to wear face covering and/or visors in their own classroom.	2 - Low	4 - High	MEDIUM	Idealy, adults should maintain 2 metre distance from each other, and from children. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. •Limit the number of staff accessing the staff room at the same time. Staff will wear face coverings in all communal areas • Facilitate staff taking their breaks - supervision of pupils must remain constant • Regular briefings via e mail • Hold meetings on line	2 - Low	4 - High	MEDIUM	All staff	Aug-20	Green		

End of day procedures	Staff, pupils and parents	mixing bubbles and parents congregating in large groups	Gate locked until 2.50pm and parents constantly reminded not to arrive early. Parents wait socially distnaced on the playground and teachers send the child to their parent.	2 - Low	3 - Medium	MEDIUM	• Staggered times for exit at the end of the day • Parents to observe social distancing rules when waiting for their child • Leave the school grounds in a timely and orderly manner. Staff and paresnts to wear face coverings when picking up and handing over children	2 - Low	3 - Medium	MEDIUM	SLT/ class teachers on duty	Sep-20	Amber		
Social distancing - trips and events off site	NO TRIPS PLANNED UNTIL September 2021														
Social distancing if parents are in school	Staff, pupils and parents		Parents currently not allowed in school building unless it is absoltultely necessary for the well being/safety of the child. Parents asked to wear face coverings at all times.	1 - Very low	3 - Medium	LOW	• parents' evening will be conducted remotely • Arrange meetings with parents online or by phone	1 - Very low	3 - Medium	LOW	SLT	Jul-20	Green		
Close proximity of staff and pupils	Staff, pupils and parents	virus spreads between pupil and member of staff	Children are currently sitting at their own desk and facing the front and are at least 2 m away from the adult at the front of the room	2 - Low	3 - Medium	MEDIUM	Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.	2 - Low	3 - Medium	MEDIUM	All staff	Sep-20	Amber		
Visitors to school	staff and pupils	virus brought into school by visitor	Vistors limited to those that are absolutely necessary for the running of the school with social distancing measure in place. Vistors asked to wear face coverings at all times, including BDMAT central team	2 - Low	3 - Medium	MEDIUM	• Limit all but essential visitors to school and do not allow any visitors into school if they are displaying COVID symptoms • Produce clear guidance for any contractors if they have to make essential site visits. Essential maintenance should be accommodated wherever possible and where social distancing can be observed. **risk assessent sent to visitors in advance if at all possible and they sign to day they have read it. Visitirs to provide contact details for trace and trace purposes. All visitors including the central team to wear face coverings.**	2 - Low	3 - Medium	MEDIUM	SLT/office staff	Sep-20	Amber		
Pupils who attend more than one setting eg alternative provision	NO PUPIL CURRENTLY ATTENDING MORE THAN ONE SETTING														
Chidcare provision/before and after school clubs	Staff and pupils	mixing of bubbles and virus passed between bubbles	Clubs are provided for childcare purposes only. These take place outside wherever possible. Numbers are very limited and chidren sit in sibling groups socially distanced from other sibling groups e.g. breakfast club/film club. If sports clubs take place they are outside with a maximum of 2 bubbles (reception and KS1/KS2) and the bubbles are kept separate. These clubs	2 - Low	3 - Medium	MEDIUM									

END OF TABLE - DO NOT ENTER INFO BELOW HERE

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

Review | Response | Recovery | Reform

Warwickshire County Council

2 - Quality of Education

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
3	10	0	7.77
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
3	11	0	6.07
			MEDIUM

RISK BREAKDOWN

CURRENT:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	3	4	6	0	0
Severity	1	0	6	6	0

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	3	11	0	0	0
Severity	1	0	7	6	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
How do we compensate for the gaps in pupils' knowledge and skills that will have developed following their extended absence from school?	pupils	gaps in learning	Remote learning is via Seesaw. Provision covers the whole curriculum for 3-4 hours per day dependoing on the age of the child. Provision follows the long term plans for the term that were published on the website at the beginning of the year. Remote contingency plan available on the school website.	3 - Medium	4 - High	MEDIUM	• Identify key component knowledge and skills within individual year groups and subjects areas (ie the non-negotiables) • Prioritise these when pupils return to school in the first half of the autumn term. • Baseline pupils on re-entry in an efficient, timely manner, so as not to further delay teaching and learning. Be mindful of pupils' mental health and wellbeing. • Take into account the online learning that pupils may have engaged in during the school closure (in some areas there may have been a high level of engagement and this should not be ignored) • Use pupil premium and catch-up funding to provide disadvantaged pupils with more intensive catch up support • Target those pupils with greatest need of additional support ***SEE RECOVERY CURRICULUM DOCUMENT***	2 - Low	4 - High	MEDIUM	SLT/class teachers/SENDCo	Summer 2021	Amber		
Covering the full range of subjects - staff moving from class to class, peripatetic teachers, supply staff	pupils	pupils not given a broad and balanced curriculum	cross curricular work delivered during lockdown as well as core subjects in school and via Seesaw (see contingency plan on the website)	3 - Medium	3 - Medium	MEDIUM	Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists and other support staff for pupils with SEND should provide interventions as usual. Staff who visit more than one setting should ensure they are familiar with and abide by the social distancing and hygiene requirements in each individual setting. Schools should make their requirements available. these staff will be asked to read and sign the risk assessment.	2 - Low	3 - Medium	MEDIUM	SLT/SENDCo	Summer 2021	Amber		
Preparations for the changes to SRE that come into effect in September 2020	pupils	pupils not taught new statutory curriculum	governors and staff consulted. HT and DHT trained on new resources. Parents consulation on 12/11/20. Policy apporoved by Governors in December 2020. Scheme in place for Summer 2021 (Jigsaw)	1 - Very low	3 - Medium	LOW	Relationships and health education (RHE) for primary aged pupil schools and relationships, from September 2020, and schools are expected to start teaching by at least the **start of the summer term 2021. Audit completed. Road map for consulation with children and parents in place. staff training in Autrumn term.**	1 - Very low	3 - Medium	LOW	SLT	Summer 2021	Amber		
Online or home learning may need to continue for some pupils, running alongside return to school for other pupils. Plan this for contingency if a second wave or a local outbreak of COVID necessitates school closure.	pupils who remain at home	gaps in learning increases	remote learning (see above)	3 - Medium	4 - High	MEDIUM	• Make sure teacher workload is managed well • Plan a bridging unit that pupils in school and at home could all work on at the same time **The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided**. Central team will privide guidance on the use of google classromm	2 - Low	4 - High	MEDIUM	SLT/Class teachers/central team	Sep-21	Amber		
Curriculum adaptations	pupils	full curriculum not covered	cross curricular work and home learning	3 - Medium	4 - High	MEDIUM	Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading Aim to return to the school's normal curriculum in all subjects by summer term 2021. 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. Schools may consider it appropriate to suspend some subjects for some pu**pils in exceptional circumstances.** ***SEE RECOVERY CURRICULUM DOCUMENT***	2 - Low	4 - High	MEDIUM	SLT	Summer 2021	Amber		
Addressing the needs of all children	pupils with additional needs	needs not met	SEN needs adapted following government guidance during lockdown. Children with EHCP invited into school full time. Individualised learning designed by the SENDco and emailed or posted if they are not in school. Individual SALT sessions run on zoom by TAs following safeguarding procedures	2 - Low	3 - Medium	MEDIUM	Plan on the basis of the educational needs of pupils - 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 (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems. SENDCo to work with children to establish new baseline. ***SEE RECOVERY CURRICULUM DOCUMENT***	2 - Low	3 - Medium	MEDIUM	SLT/class teachers/SENDCo	Sep-20	Amber		
Remote learning	SEE HOME LEARNING ABOVE														

Early Years	pupils	Needs of children not met and prime areas of learning not accessed	See remote learning procedures above	3 - Medium	3 - Medium	MEDIUM	For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. 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. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.	2 - Low	3 - Medium	MEDIUM	SLT?EYFS staff	Sep-20	Amber		!CTDS - reviews of home learning resources WCC ICT support for blended learning
Key stage 1 & 2	pupils	gaps in learning not met .					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. ***SEE RECOVERY CURRICULUM DOCUMENT***	2 - Low	4 - High	MEDIUM	SLT/class teachers	Summer 2021	Amber		
Specific subjects where the risk of passing on any infection could be higher - music	pupils and staff	virus passed on through these activities	musical instuments not used. Singing only done in bubbles outside	2 - Low	4 - High	MEDIUM	rument lesson have been suspened by Warwickshire music until at least 5th October 2020. Singing, souting and chating to be limited and only done outside in small groups. Young voices postponed	2 - Low	4 - High	MEDIUM	SLT/class teachers	Sep-20	Amber		
Specific subjects where the risk of passing on any infection could be higher - sport	pupils and staff	virus passed on through these activities	Non contact sports only. No sharing of equipment. Sport done outside wherever possible	2 - Low	4 - High	MEDIUM	Pupils kept in bubbles sports equipment thoroughly cleaned between each use by different bubbles, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. Sports coaches will need tp amitain 2m distance from children and and staff as they move between bubbles. Only one coach will be used per school and absence will be covered by school staff. the coach willonly work in our schools.	2 - Low	3 - Medium	MEDIUM	SLT/ TOPSCORE/SH Active	Sep-20	Green		
Catch up	pupils	gap in learning will not be filled	Children baselined in September and intervention groups set up. Assessments in December to identify gaps still present. Catch up funding was to be spent in Spring term before lockdown announcement. Staff trained in NELI doe EYFS - look into delivering tis remotely once they are trained.	3 - Medium	4 - High	MEDIUM	Schools will receive catch up funding - exact allocations to be decided. Schools can use this funding as they see fit to support pupils' catch up. Alongside this , the DFE National Tutoring Programme which will deliver I tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening. The evidence shows that tutoring is an effective way to accelerate learning, and we therefore believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted. Intervetion groups and nurture groups timetables with current staffing until funding is confirmed. non class based SENDco to work with indivudual children. ***SEE RECOVERY CURRICULUM DOCUMENT***	2 - Low	4 - High	MEDIUM	SLT/Class teachers/TA/SENDco	Summer 2021	Amber		
Ofsted inspections	whole school	inspection triggered	detailed evidence kept during lockdown.	2 - Low	3 - Medium	MEDIUM	For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in this document, and will not result in a judgement. A brief letter will be published following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public. In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding. It is anticipated that Ofsted inspections will begin again in January 2021, however this may be revised.	2 - Low	3 - Medium	MEDIUM	SLT	Autumn 2020	Red		
Statutory Assessments	pupils	pupils not prepared	Cancelled	1 - Very low	3 - Medium	LOW	Statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:- the phonics screening check- key stage 1 tests and teacher assessment - the Year 4 multiplication tables check - key stage 2 tests and teacher assessment - statutory trialling. The statutory rollout of the reception baseline assessment has been postponed until September 2021.	1 - Very low	3 - Medium	LOW	SLT/class teachers	Summer 2021	Amber		
Accountability	SLT	no data	informal teacher assessments on FFT in line with BDMAT guidance	1 - Very low	1 - Very low	LOW	Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. The Department for Education will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at coronavirus (COVID-19): school and college accountability.	1 - Very low	1 - Very low	LOW	DFE/SLT	Summer 2021	Amber		

END OF TABLE - DO N

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment

Review | Response | Recovery | Reform

Warwickshire County Council

3 - Safeguarding

Specifics to be aware of: CSE, county lines, contextual issues, impact of domestic violence, strains on families that could lead to an increase in levels of abuse, neglect due to financial constraints (particularly for disadvantaged pupils and low-income families)

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	5	0	7.20
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	5	0	7.20
			MEDIUM

RISK BREAKDOWN

CURRENT:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	5	0	0	0
Severity	0	0	2	3	0

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	5	0	0	0
Severity	0	0	2	3	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete: OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete: OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
School staff are not aware of safeguarding incidents that occurred during the school closure	pupils	put at risk	All children who are not in school contacted weekly but CTs. DSLs/SLT contact vulnerable ans SEN children who are not in school at least weekly in line with BDMAT policies. Head of school support to monitor. All normal procedures (green forms etc) followed. All staff training up to date	2 - Low	4 - High	MEDIUM	• DSLs maintain contact with social workers/keyworkers of pupils with CP Plans, CIN Plans and Early Help Plans • Any developments during lockdown are recorded on the system • Ensure that school information is up-to-date – safeguarding leads at LAs to send DSLs information in relation to new referrals as a matter of urgency • Ensure any guidance issued re safeguarding is followed	2 - Low	4 - High	MEDIUM	DSL	on going	Green		
Pupils may have suffered forms of abuse during lockdown and they have not had the opportunity to disclose these to anyone	pupils	put at risk	All children who are not in school contacted weekly but CTs. DSLs/SLT contact vulnerable ans SEN children who are not in school at least weekly in line with BDMAT policies. Head of school support to monitor. All normal procedures (green forms etc) followed. All staff training up to date	2 - Low	4 - High	MEDIUM	• Ensure that there are opportunities for whole class PSHE lessons/circle times/discussions, group activities and one-to-one discussions (if required) for pupils to share feelings/ anxieties/thoughts in a safe manner (this will be of benefit to all pupils) • Build capacity on the pastoral team - there may be a spike in disclosures when pupils return ***SEE RECOVERY CURRICULUM DOCUMENT***	2 - Low	4 - High	MEDIUM	DSL	on gping	Green		
Attendance	pupils	low attendance	Attendance not been statutory. Vulnerable pupils been encouraged to attend	2 - Low	3 - Medium	MEDIUM	School attendance will be mandatory again from the beginning of the autumn term. Communicate with parents well in advance. Contact LA, following normal procedures if any pupil's absence becomes a concern. 'Watch list' created. Attendance monitored regularly	2 - Low	3 - Medium	MEDIUM	SLT/Officestaff	ongoing	Green		
Shielding pupils	pupils	unable to make disclosures	regular phone calls to parents and speak to pupils	2 - Low	3 - Medium	MEDIUM	Where children fail to attend school as parents are following clinical and/or public health advice, absence will not be penalised. If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).	2 - Low	3 - Medium	MEDIUM	SLT/Office staff	on going	Amber		
DSL capacity to cover potential increase in demand	pupils	disclosures not followed up in a timely way	DSL part time teaching or no class responsibility	2 - Low	4 - High	MEDIUM	Designated safeguarding leads (and deputies) should be 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's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.	2 - Low	4 - High	MEDIUM	SLT/DSL	Autumn 2020	Amber		

END OF TABLE - DO NOT ENTER INFO BELOW HERE

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

Review | Response | Recovery | Reform

Warwickshire County Council

4 - Pupils with SEND (including medical needs)

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	6	0	7.33
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	6	0	6.33
			MEDIUM

RISK BREAKDOWN

CURRENT:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	5	1	0	0
Severity	0	0	4	2	0

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	6	0	0	0
Severity	0	0	5	1	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
Pupils with underlying health conditions are at a higher level of risk	pupils	more severe symptoms	pupils remains at home	2 - Low	4 - High	MEDIUM	• Seek medical guidance for pupils with serious under-lying health conditions, such as cystic fibrosis, who may need to stay at home. • Extra vigilance will be needed for this and other underlying health conditions in relation to social distancing eg for pupils with asthma (safety measures may vary from pupil to pupil) Offer online learning for extreme cases	2 - Low	4 - High	MEDIUM	SLT	ongoing	Amber		
Staff with under-lying health conditions and/or pregnant staff are at a higher level of risk	staff	more severe symptoms	CEV staff to work from home	3 - Medium	4 - High	MEDIUM	• Seek medical guidance that may recommend that the staff member remains at home. Offer separate risk assessement. Liasie with BDAMAY HR - DS	2 - Low	3 - Medium	MEDIUM	DSL/HR(DS)	on going	Amber		
Some pupils with SEND: - may have no awareness of space - may spit, scratch or bite - may require intimate care, incl. on-site nursing (hence social distancing cannot be implemented)	N/A with current pupils						• Risk assessments to be updated to reflect the additional measures that will need to be followed in relation to these challenges (this may include the use of PPE) with specific reference to staffing requirements								
Sudden announcement of a return to school for ASC pupils will cause anxiety	pupils	anxiety in school	no pupils currently in school	2 - Low	3 - Medium	MEDIUM	• Ensure parents have advance notice of start date, so that they can prepare their child for the return to school (walk to school and back home each day – put uniform on daily – structure the day at home to begin to mirror the day at school – telephone call(s) between the pupil and teacher). Virtual/phone meetings with parents begun in July 2020. clear and timely communication with parents to share with children. Transition planned for ALL pupils - JUly 2020	2 - Low	3 - Medium	MEDIUM	HT/SENDCo/parenst	ongoing	Amber		
Alternative provision	N/A with current pupils						Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child. • Provide pupils who attend AP with extra in-school support to help them manage their emotions and mental health								
LA organised transport to and from school for pupils with EHCPs	N/A with current pupils														
Work towards individual SEND targets	pupils	learning passports not covered	See remote learning in Quality of education	2 - Low	3 - Medium	MEDIUM	• Timely assessment of pupils linked to their specific targets on return to school – short, sharp interventions planned throughout the day and week to make up for lost learning and accelerate progress towards individual targets	2 - Low	3 - Medium	MEDIUM	SENDco	on going	Amber		
Medicines in school may become out-of-date	pupil	medicine cuase harm or do not work	medicine sent home during lockdown. First aider to remind parents to sen din new medicines when schools fully reopen	2 - Low	3 - Medium	MEDIUM	• An appointed member of staff (possible admin staff) to check all medications and inform parents/necessary bodies if they need to be replaced. Parent letter July 2020	2 - Low	3 - Medium	MEDIUM	HT/office staff	Autumn 2020	Amber		National guidance – Public health; local guidance – school nurse service.
Shielding pupils	pupil	gaps in leanring	remote learning via seesaw fully in place	2 - Low	3 - Medium	MEDIUM	Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity. Central team developing access through google classroom	2 - Low	3 - Medium	MEDIUM	class teachers	Sep-20	Amber		

END OF TABLE - DO NOT ENTER INFO BELOW HERE

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

Review | Response | Recovery | Reform

Warwickshire County Council

5 - Emotional and Behavioural Considerations

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	5	0	7.20
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	3	0	6.00
			MEDIUM

RISK BREAKDOWN

CURRENT:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	4	1	0	0
Severity	0	0	4	1	0

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	3	0	0	0
Severity	0	0	3	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		Formulas Don't delete	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		Formulas Don't delete	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL CURRENT RISK level 1 - 25 (fills automatically)		Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL FUTURE RISK level 1 - 25 (fills automatically)					
Some pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)							• Prior to opening, encourage parents to share any significant information about their child with the school (via e-mail/telephone if possible) • Provide in-school support and a named person (someone the pupil is close to) to support the pupil when they need it. • If required, access specialist support for the pupil, and if need be their family **We acknowledge that 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. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.**								
Pupils with social and emotional difficulties may struggle with managing their behaviour when returning to school and the routines of school life (particularly pupils who attend PRUs)							• Ensure that these pupils are closely monitored and provided with the relevant support to help them to manage their emotions (ie prevention is better than cure) **It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.**								
Some pupils may be more vulnerable to exclusion. Your behaviour policy may need to be reviewed to reflect the additional support needs of your pupils?	pupil	risk of exclusion	annex to behaviour policy agreed by governors July 2020	2 - Low	3 - Medium	MEDIUM	• Identify the particular pupils who could be vulnerable to exclusion. • Facilitate a phased return to meet their needs. **• Review your behaviour policy to reflect the additional support you might be providing.** **The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.**								
EY children may struggle with the return to routine and full-time education (almost like a second September start)	pupils	difficulty settling in to routines	recovery curriculum to be prepared for whee schools fully reopen	2 - Low	3 - Medium	MEDIUM	• Liaise with parents prior to the start date so that parents can prepare the children (walk them to school and back home each day – practise putting their uniform on – structure the day at home to begin to mirror the day at school – get children excited about seeing their friends again) Transition session arrnaged for July 2020	2 - Low	3 - Medium	MEDIUM	EY staff	Autumn term 2020	Amber		
Some pupils will not have had any social contact with anyone out of their immediate family (some may not even have had the use of social media) and hence seeing their friends may be emotionally overwhelming	pupil	child becomes anxious and overwhelmed	No children presented with these issues after first lockdown. 'Watch list' for children who this may affect. If staff feelm child is becoming vulnerable they could be invited into school for a session a week to 'catch-up' with peers socially	2 - Low	3 - Medium	MEDIUM	• Plan some social 'catching up' time for pupils and their friends that observe social distancing rules (almost a type of speed dating/rotational activity) so that they are emotionally prepared to learn. Transition session planned. Watch list created. SENDco involved	2 - Low	3 - Medium	MEDIUM	staff/parents	Autumn term 2020	Amber		
Some parents may be reluctant to send their children back to school because of the risk of infection and bringing the virus back into the family home	pupil	pupil my not attend school	Clear guidance sent to parents aout how we are minimising the risks as much as possible. Remote learning continues at the same level. Risk assessments revised.	2 - Low	3 - Medium	MEDIUM	• Reassure parents of the social distancing strategies that are being followed in school and the social, emotional and academic benefits associated with their child being back in school • have sensitive converstaions with these families to get their pupils back into school								National guidance Local – Leaflet for parents with consistent messages on social distancing.

Support for emotional wellbeing	pupils	children's mental health suffers	Children who school feel are vulnerable in terms of mental health invited back to school for a catch up session once per week.	3 - Medium	4 - High	MEDIUM	provision of pastoral activities to all pupils designed to: -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. provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. support needs of particular pupils we are already aware need additional help (for example, children in need), and those identified as newly vulnerable on their return to school. work with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including: -support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues - support for pupils with additional and complex health needs- supporting vulnerable children and keeping children safe. Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.	2 - Low	3 - Medium	MEDIUM	SLT/SENDCo/outside agencies as approriate	on going	Amber		
END OF TABLE - DO NOT ENTER INFO BELOW HERE															

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

Review | Response | Recovery | Reform

Warwickshire County Council

6 - Hygiene / Cleanliness and Health & Safety

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	6	0	6.00
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	6	0	5.71
			MEDIUM

RISK BREAKDOWN

CURRENT:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	7	0	0	0
Severity	0	1	5	1	0

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	1	6	0	0	0
Severity	0	1	5	1	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		Formulas Don't delete	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		Formulas Don't delete	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL CURRENT RISK level 1 - 25 (fills automatically)		Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL FUTURE RISK level 1 - 25 (fills automatically)					
Maintaining regular levels of hand washing/hygiene	Staff, pupils, parent/carers	passing the virus between each other and taking the virus home on their hands	Children were taught how to wash hands properly before lockdown. Soap dispensers and disposable paper towels in all areas. Children wash hands regularly throughout the day and on entering and leaving the building.	2 - Low	2 - Low	LOW	• Pupils to wash hands as they enter the building at the start of the day and exit the building at the end of the day and regular hand washing opportunities (20 seconds) to be timetabled into daily routines – ensure there are adequate supplies soap.children to be taught/reminded how to wash hands properly. Children to be supervised when washing hands and posters put up	1 - Very low	2 - Low	LOW	all staff	Autumn2020	Amber		National guidance Local – supplies of hand gel
When pupils sneeze or cough they will spread germs/bacteria, especially younger pupils/children	staff, pupils	virus is spread	"Catch it, bin it, kill it "policy in place	2 - Low	3 - Medium	MEDIUM	educate children and pupils about the need to cough/sneeze into a tissue or their elbow – dispose of tissue in a bin and wash hands for 20 seconds. Posters all over school	2 - Low	3 - Medium	MEDIUM	all staff	on going	Amber		National guidance Local – consistent messages, frequent reminders through social media
Keeping the school clean to a higher level of cleanliness	staff,pupils	virus spreads	schools were deep cleaned over Christmas and high level of cleaning has been maintained throughout.	2 - Low	4 - High	MEDIUM	Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach Points to consider and implement: putting in place a 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 thoroughly after using the toilet By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.- - to be followed. Schools deep cleaned at the end of w/c 1.8.21 - extar cleaning hiurs organised.	2 - Low	4 - High	MEDIUM	site and cleaning staff	on going	Green		National guidance Local – supplies of wipes, consistent messages to cleaners and caretakers.
What if there are a shortage of cleaners due to self-isolation or illness?	staff pupils	schools will not be clean and virus will live on surfaces	Staff have previously worked as cleaner on a supply basis to cover illness. MDS are happy to clean on a supply basis too to avoid new staff in the school	2 - Low	3 - Medium	MEDIUM	• Leaders to identify if this is the case in advance of re-opening so they are pre-warned • Individual cleaners may be able to extend their hours or work more flexibly if other cleaners are absent (eg working before and after school operating hours) • Check terms of the contract , if appropriate	2 - Low	3 - Medium	MEDIUM	SLT	on going	Green		National guidance Local H&S guidance
How can schools limit the 'surfaces' that are shared between home and school to reduce the spread of any infection?	staff pupils aand parents/carers	virus passed between home and school	children bring in as little as possible from home. Reading books online (Oxford Owl and reading lessons through remote learning)	2 - Low	3 - Medium	MEDIUM	• All correspondence out of school to be sent via Seesaw and correspondence into school to come via a phone call or e mail/seesaw • All monetary transactions to be done via bank transfer whenever possible Encourage pupils to bring only essential items into school. Communicated this to parents 26.2.21. Children to come to school in PE kit on PE days It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Teachers can take books and other shared resources home. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.schools has purchased Collins Big Cat online reading scheme which will be used to 'change' books on a regular basis so no paper books wil go home. The library will be closed intil at least Easter	2 - Low	3 - Medium	MEDIUM	SLT in consultaion with parents. Class reachers to monitior	on going	Amber		
Face coverings	pupils and staff	face coverings contain the virus	Parents asked to wear face coverings when dropping and picking up children and when in the buidling. All vistiors asked to wear face coverings at all times including the central team. Staff to wear face coverings when not in their own classroom/office	2 - Low	3 - Medium	MEDIUM	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. 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.	2 - Low	3 - Medium	MEDIUM	SLT/office staff/First aiders	ongoing	Red		
Shared equipment	pupils and staff	virus passed on from shared resources	pupils have own regulary used equipment. Equipment not shared between bubbles. PE equipment is cleaned between bubbles using Milton	2 - Low	3 - Medium	MEDIUM	For individual and very frequently used equipment, such as pencils and pens, staff and pupilswill have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; cleaned regularly, along with all frequently touched surfaces. 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.	2 - Low	3 - Medium	MEDIUM	Class teachers	ongoing	Green		

END OF TABLE - DO NOT ENTER INFO BELOW HERE

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

Review | Response | Recovery | Reform

Warwickshire County Council

7 - Possible COVID-19 Cases

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	9	0	7.44
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	9	0	6.89
			MEDIUM

RISK BREAKDOWN

CURRENT:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	8	1	0	0
Severity	0	0	4	5	0

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	9	0	0	0
Severity	0	0	5	4	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete: OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete: OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
Pupil begins to show symptoms when in school (cough and/or temperature developing)	staff and pupils	pupil could have the wirus and pass it to others	Child moved to designated isolatuion room. Parents contacted to collect child asap. Staff supervising child wears PPE which is dispsoed of as soon as child is picked up. Isolation room is closed for 72 hoiurs then deep cleaned	2 - Low	4 - High	MEDIUM	• Pupil isolated and sent home as soon as possible. Parents encouraged to take child for test.	2 - Low	4 - High	MEDIUM	class teachers inform SLT	ongoing	Green		National guidance
Use of PPE in school if pupils develop symptoms and need assistance (particularly pupils with SEND)	staff	if child has the virus satff could be infected	PPE only used if child shows symtoms or admnistering first aid. Staff supervising child wears PPE which is disposed of as soon as child is picked up. Guidance sentt o staff about how to don and off PPE in December 2020.	2 - Low	4 - High	MEDIUM	monitior stock of PPE and purchase more where necessary	2 - Low	4 - High	MEDIUM	First aider ot monitor stock	ongoing	Green		National guidance Local authority procurement might be an option?
Member of staff begins to show symptoms when in school (cough and/or temperature developing)	staff and pupils	member of staff could have the wirus and pass it to others	member of staff sent home immediately. Self isolate for 10 days unless test is negative	2 - Low	4 - High	MEDIUM	• Member of staff isolated and sent home and encouraged to use the NHS website to arrange a test (may then be able to return to work if negative - see below)	2 - Low	4 - High	MEDIUM	SLT	ongoing	Green		National guidance
Staffing shortages as a result of staff self-isolating	pupils	staff may have to move between bubbles or supply teachers used.	teaching assisstants within that bubble and/or SLT cover classes	2 - Low	3 - Medium	MEDIUM	• The introduction of testing for staff who have symptoms (cough and/or temperature) should ensure that only staff with COVID-19 symptoms are absent • Cover internally where possible to reduce the risk of bringing the infection into the school. HT has consulted teaching assistants about covering classes if tecahers are isolating. This is preferable to bringing in supply staff • sharing staff between Newton Regis and Austrey if possible	2 - Low	3 - Medium	MEDIUM	HT	ongoing	Green		National guidance
Test and Trace	staff and pupils and wider community	staff and pupils are off school for lomger than necessary. Bubbles may not be shut down quickly enough	Pupils and staff asked to go for a test if symptons are shown. If negative staff returns to work. If positive bubble shut down. Visitors asked to leave details which are kept for 14 days in line with GDPR regulations. Staff encourged to download the app onto their phone	2 - Low	4 - High	MEDIUM	Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. Staff have been completing twice weekly tests since mid Jan 2021 and reporting thre result to the DfE and to school. Sports coaches have also been doing this. If this is positive, staff do not attend school and book a PCR test asap. If this is positive, normal procedures apply for closing bubbles and contacing close contacts. Tests will be sent to pupils and families when full gidance on this is published.	2 - Low	3 - Medium	MEDIUM	HT/all staff and parenst	ongoing	Green		
What to do if anyone shows symptoms of Coronavirus.	staff, pupils and parents	virus could be spread through school community	sent home immediatley and asked to go for a test. Can return if test is negative. Inform BDMAT, DFE and Warwickshire CC	2 - Low	4 - High	MEDIUM	"contact the local health protection team when they become aware of a confirmed case of Coronavirus. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The health protection team will - carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate - work with schools in this situation to guide them through the actions they need to take. - provide definitive advice on who must be sent home. 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. See guidance for definition of close contact. Schools should keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. 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. Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and: •If the test delivers a negative result, they must remain in isolation for the	2 - Low	4 - High	MEDIUM	SLT make sure all staff have read and understand guidance	Sep-20	Amber		
Multiple suspected cases or increased absence	whole school and community	could be local outbreak	liaise with BDMAT and local health protection team and follow guidelines	3 - Medium	3 - Medium	MEDIUM	If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams. Communicate with BDMAT at all times	2 - Low	3 - Medium	MEDIUM	HT/Central team/local health protection team	ongoing	Amber		

What if an outbreak occurs?	whole school and community	virus could spread through the village	liaise with BDMAT and local health protection team and follow guidelines	2 - Low	3 - Medium	MEDIUM	Schools should follow Public Health England guidance and support. In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.	2 - Low	3 - Medium	MEDIUM	HT/Central team/local health protection team	ongoing	Amber		
Outbreak in local area	whole school and community	local lock down	liaise with BDMAT and local health protection team and follow guidelines	2 - Low	3 - Medium	MEDIUM	If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide 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. As above, follow local Public Health England guidance. In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.	2 - Low	3 - Medium	MEDIUM	HT/Central team/local health protection team	ongoing	Amber		
END OF TABLE - DO NOT ENTER INFO BELOW HERE															

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

Review | Response | Recovery | Reform

Warwickshire County Council

8 - Transition

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	3	0	7.00
			MEDIUM

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
2	2	0	5.00
			MEDIUM

RISK BREAKDOWN

CURRENT:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	3	1	0	0
Severity	0	1	2	1	0

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	4	0	0	0
Severity	0	2	2	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		Formulas Don't delete	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		Formulas Don't delete	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL CURRENT RISK level 1 - 25 (fills automatically)		Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL FUTURE RISK level 1 - 25 (fills automatically)					
Transition into EY	N/A for current children			3 - Medium	4 - High	MEDIUM	• Phone calls between the school and the parent/carer – information pack (including a range of photos of the school/setting and key members of staff) posted to the home address/sent electronically • Share information from parent/carer electronically if possible. Clear	2 - Low	3 - Medium	MEDIUM	EYFS leads	Sep-20	Amber		
Transition into Y1	N/A for current children			2 - Low	3 - Medium	MEDIUM	• If EY children start to return before the summer break, they will be able to meet their new teacher in a manner that respects social distancing. short transition session arranged for last week of term •Y1 teachers to produce a transition pack that parents can share with their children at home • From September, Y1 may need to be more EY based initially to support transition, as many pupils will not be ready for a more formal education. More support in Y1/2 classes from EYFS trained staff to aid transition. ELG assessemnt sent to Y1 teacher. ***SEE STAFFING TIMETABKE AND RECOVERY CURRICULUM DOCUMENT***	2 - Low	3 - Medium	MEDIUM	KS1 staff	Sep-20	Green		National guidance re social distancing Information packs – school level information Local and national guidance on curriculum adaptations – 'recovery curriculum'.
Transition into other year groups within the same school	N/A for current children			2 - Low	2 - Low	LOW	• If pupils come to transition session, they will be able to meet their new teacher in a manner that respects social distancing. • If not, teachers will phone each child to reassure them	2 - Low	2 - Low	LOW	all staff	Jul-20	Green		
Transition from Y6 to Y7	N/A for current children			2 - Low	3 - Medium	MEDIUM	Continue to liaise with high schools if necessary	2 - Low	2 - Low	LOW	Y6 staff	Jul-20	Green		National guidance Local guidance re transition
Transition into specialist provision where a place has been secured	N/A for current children						• Delay the start date so that a well-structured transition process can still be followed. • If this is not possible, staff from the mainstream and special school to liaise closely to ensure that all relevant information is shared								

END OF TABLE - DO NOT ENTER INFO BELOW HERE

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

Review | Response | Recovery | Reform

Warwickshire County Council

9 - Finance

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
4	0	0	1.00
			LOW

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
4	0	0	1.00
			LOW

RISK BREAKDOWN

CURRENT:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	4	0	0	0	0
Severity	4	0	0	0	0

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	4	0	0	0	0
Severity	4	0	0	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
The budget for 2020/2021 has not been set because the finance committee has been unable to meet	whole school	budget unknown	SCHOOL BUDGET HAS BEEN SET AND AGREED WITH GOVERNORS IN VIRTUAL MEETING - 7/7/20	1 - Very low	1 - Very low	LOW	NO ACTION NEEDED	1 - Very low	1 - Very low	LOW	N/A	Jul-20	Green		Extension to budget setting deadlines confirmed by WCC
Cancelled trips need to be refunded, but venues/coach companies have not yet issued refunds	No tripsbooked since March 2020			1 - Very low	1 - Very low	LOW	NO ACTION NEEDED	1 - Very low	1 - Very low	LOW	N/A	Jun-20	Green		
Reimbursement of COVID-related costs	school budget	deficit budget	unavoidable costs spreadsheet sent to central team during lockdown so they can apply for reimbursement	1 - Very low	1 - Very low	LOW	use existing resources to make arrangements to welcome all children back.	1 - Very low	1 - Very low	LOW	HT/finance officer	Jul-20	Amber		
Governors unaware of potential impact of full time attendance in September on 2020/21 budget.	school	governors can't make decisions	SCHOOL BUDGET HAS BEEN SET AND AGREED WITH GOVERNORS IN VIRTUAL MEETING - 7/7/20. Monthly virtual meeting with HT, admin assistants and School Finance partner. School finance partner reports to Governors half termly in virtual meeting	1 - Very low	1 - Very low	LOW	HT to inform governors DFE will not be reimbursing extra COVID 19 costs from September. Finance governors, LA Finance Officer and relevant staff to include potential new costs in budget update Autumn 2020.	1 - Very low	1 - Very low	LOW	HT/finance officer/governors	Jul-20	Green		

END OF TABLE - DO NOT ENTER INFO BELOW HERE

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

Review | Response | Recovery | Reform

Warwickshire County Council

10 - Building Work & Logistics

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
4	1	0	3.40
			LOW

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
4	1	0	3.20
			LOW

RISK BREAKDOWN

CURRENT:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	1	3	1	0	0
Severity	2	3	0	0	0

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	2	2	1	0	0
Severity	2	3	0	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
Accommodating staggered starts and finish times - Reduced public transport service / LA organised transport	pupils	not at school for the required amount of time.	All children in from 9-3 or provided with full remote learning	3 - Medium	2 - Low	MEDIUM	Due to only two staggered starts per family siblings can be accomodated in class slightly early/late. Come through front entarnce to school and walk through the hall (out of use) to their respective cloakroom areas and classrooms. *SEE Face masks section*	3 - Medium	2 - Low	MEDIUM	SP	Septemebr 2020	Amber		
Contractors on site/ building work and maintenance	No work currently planned			2 - Low	2 - Low	LOW	ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Send risk assessement and guidance before hand and ask them to sign on arrival to say they have read it and understood it. Where visits can happen outside of school hours, they will. A record will be kept of all visitors with contact deatils for track and trace purposes	2 - Low	2 - Low	LOW	HT/SP/WC	on going	Amber		
Catering providers	pupils	virus spread	Educaterers providing hot lunches in take away boxes to children in school if required. FSM offered a hamper to collect from reception area once per week	1 - Very low	1 - Very low	LOW	School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19). Continue with packed lunch/deli bags. Educaterers researching being able to provide hot food in the bags e.g. pasta pots/jacket potatoes	1 - Very low	1 - Very low	LOW	educaterers	Sep-20	Amber		Catering businesses guidance covid-19
Building adaptations	NO ADAPTIONS NECESSARY						Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins. This will be at the discretion of individual schools, based on their particular circumstances. In classrooms, it will be important that schools improve ventilation, (for example, by opening windows). Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown. It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on Legionella risks during the coronavirus outbreak. Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.								
Educational visits	NO VISITS PLANNED UNTIL AT LEAST JANUARY 2021						In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.								
Uniform	pupils	sense of belonging to school	during summer term 2020 children returning to school were encouraged ot wear uniform to make school feel as normal as possible but it was explained that if it they had grown out of it there was no expectation to buy new uniform. Many uniform orders have already been placed and paid for for September. Children that are	2 - Low	1 - Very low	LOW	Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. Help parents with uniform on an individual case basis in a sensitive way	1 - Very low	1 - Very low	LOW	HT/SP/WC	Sep-20	Amber		
Wraparound support - before and after school clubs	whole school	bubbles broken	during summer term 2020 wrap around care was not offered.	2 - Low	2 - Low	LOW	communicate clearly that wrap arpund care will nit be available for the start of term.Poll parents to see how many chuildren would need breakfast/after school clubs FOR CHILDCARE PURPOSES ONLY. This would mean only for those children where both parents/carers are working outside the house and no other arrangements can be made. Review these responses during first few week s of term. Depending on numbers, offer provision in bubbles or key stages (second level bubbles). AS a last resort, use the outside space or hall and keep children socially distanced withinn bubbles. As with physical activity during the school day, contact sports will not take place.	2 - Low	2 - Low	LOW	HT/outsude providers	Oct-20	Red		

END OF TABLE - DO NOT ENTER INFO BELOW HERE

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

Review | Response | Recovery | Reform

Warwickshire County Council

11 - Recruitment & Staffing

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
7	0	0	1.86
			LOW

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
7	0	0	1.29
			LOW

RISK BREAKDOWN

CURRENT:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	5	2	0	0	0
Severity	5	2	0	0	0

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	5	2	0	0	0
Severity	7	0	0	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		Formulas Don't delete	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		Formulas Don't delete	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL CURRENT RISK level 1 - 25 (fills automatically)		Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL FUTURE RISK level 1 - 25 (fills automatically)					
New staff need to be recruited for September	school/pupils	schools understaffed	N/A schools are fully staffed. One MDS has been recruited remotely for September and has compltted DBS check etc.	1 - Very low	1 - Very low	LOW	• Schools should continue to interview remotely. Conduct interviews online • Lesson observations and selection tasks may have to be replaced with reports/references provided by the ITE tutor or the HT of the candidate's current school • Ask candidates to record an online lesson they have delivered recently and submit this as part of the selection process (ensure pupils are not identifiable)	1 - Very low	1 - Very low	LOW	HT	Jun-20	Green		https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/ https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/
Staff induction including NQTs	new staff /school	job not completed properly	One MDS has been employed for September. Telephone conversations have taken place about roles and responsibilities and	1 - Very low	1 - Very low	LOW	Central team are arranging induction virtually for al lnew staff in September. HT to complete first lunctime with MDS	1 - Very low	1 - Very low	LOW	HT	Sep-20	Amber		
NQT support	NO NQTs														https://www.gov.uk/government/collections/early-career-framework-reforms
Staff who are clinically vulnerable or previously shielding	NO STAFF SHIELDING		HT has spoke to shielding staff and all are happy to return in September	1 - Very low	1 - Very low	LOW	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. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 School leaders should be flexible - enable staff to work remotely where possible or in roles in school where it is possible to maintain social distancing. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people.	1 - Very low	1 - Very low	LOW	NO ACTION REQUIRED		Green		
Staff with significant risk factors - such as asthma, diabetes, BAME community member	NO STAFF IN THESE CATEGORIES						If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate. Individual risk assessments and an equality impact assessment should be carried out. People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.								
Staff mental health and wellbeing	staff and school	staff are anxious about returning to work	HT has had individual conversatuions with staff, shared ghyidance and risk assessments to reassure staff. BDMAT have sent letters for all staff to HT which have all been forwarded on. Vast majority of staff have been back to work during the summer term. Staff have been given informatuion of how to access confidential mental health and well being services.	2 - Low	2 - Low	LOW	All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available. HT to monitor situation and keep talking to staff The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.	2 - Low	1 - Very low	LOW	HT/central tream	ongoing	Amber		https://www.educationsupport.org.uk/ https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers
Staff deployment - teachers and teaching assistants	Staff and pupils	pupils not receiving best provision possible	Staff remain in their bubbles	1 - Very low	1 - Very low	LOW	Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals, taking into account workload and wellbeing. Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. ***SEE STAFF TIMETABLES AND RECOVERY CURRICULUM DOCUMENT***	1 - Very low	1 - Very low	LOW	HT/all staff	Jul-20	Green		https://www.gov.uk/guidance/school-workload-reduction-toolkit https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19
Supply and temporary staff	school	and supply staff	HT has consulted staff about covering class in the case of illness. Plan in place for which staff can cover which bubbles to minimise mixing of bubbles. Staff are sharing the planning with their year group partner so ije could take over the remote learning for a short period of time. SLT take over remote learning if necessary. SENDCo is working from home so could cover any class if necessary. Staff could work between the two schools if absolutely necessary or staff could be used from other schools within BDMAT	2 - Low	2 - Low	LOW	Supply staff and other temporary workers can move between schools, but use of supply will be a last resort. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. They will be sent the risk assessment and guidance before and asked to sign that they have understood it as they enter the building.	2 - Low	1 - Very low	LOW	HT	ongiong	Amber		

ITT trainees	NO ITT TRAINEES FOR 2020/21						Schools should consider taking on trainees who could: -take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons -be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues -develop or engage in working groups to share best practice around resilience, commitment and team-working -work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload								
Annual leave	Staff and pupils	staff not avaialble for work	all staff have been asked if they will be visiting a country that they will need to quarantine on return and if they will be returning after 17th August. ALL staf have said "no"	1 - Very low	1 - Very low	**LOW**	Many staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK. However, staff will be expected to return to work in September. The LGA, NAHT and ASCL have produced joint guidance on quarantine for school staff.	1 - Very low	1 - Very low	**LOW**	HT	Jul-20	Green		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 https://www.local.gov.uk/sites/default/files/documents/Joint%20schools%20guidance%20current%20rules%20on%20quarantine%20and%20self%20isolation%20with%20regards%20hospital%20admission%2019%20June.pdf
Volunteers	NO VOLUNTEERS WILL BE IN SCHOOL UNTIL AT LEAST January 2021						Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.								

END OF TABLE - DO NOT ENTER INFO BELOW HERE

SCHOOLS AND SETTINGS - Reset and Recovery
Risk Assessment

Review | Response | Recovery | Reform

Warwickshire County Council

12 - Miscellaneous

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
5	0	0	1.60
			LOW

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
5	0	0	1.60
			LOW

RISK BREAKDOWN

CURRENT:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	4	1	0	0	0
Severity	4	1	0	0	0

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	4	1	0	0	0
Severity	4	1	0	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete: OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5): Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	Formulas Don't delete: OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
Wrap around services – before and after clubs, breakfast club etc.	pupils and staff	bubbles will be mixed	no wrap around care provided during lockdown	1 - Very low	1 - Very low	LOW	No wrap around care to be provided at full reopening on 8th March. Parents given plenty of notice so they can make alternative arrangements. Poll parents towards the end of term to see who desperately needs these for childcare and review early in the summer term. Consider doing these in bubbles or key stages dependng on results of poll and viability	1 - Very low	1 - Very low	LOW	HT	Oct-20	Red		National guidance - Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak Published 1 July 2020
Additional support and guidance for specific groups of pupils such as: • EAL pupils • Newly arrived to the UK • Refugees • Families with no recourse to public funds (NRPF)	N/A for currrent pupils on roll		No new applications at time of writing. Review if necessary				• Assess the likelihood of your school receiving new pupils from these communities • Plan support, induction and training for staff if appropriate • Ensure a welcome procedure is in place for new families, which includes access to translated advice about social distancing								Local guidance from community groups Public Health guidance
Staff training implications	staff	lack of CPD	CPD done virtually	2 - Low	2 - Low	LOW	Google meest recorded and sent ot staff wj=ho cannot access or have connectivity issues at home	2 - Low	2 - Low	LOW					Public health guidance. School nurse service?
Governors may be called upon to support leaders for example in appeals, challenging situations or communication with parents	governors and staff	governors not aware of latest guidance	regular LAB meetings and Chair of Governors involved in all decisions for pupils returning to school and necessary policy changes.	1 - Very low	1 - Very low	LOW	• Governors should ensure that all school policies are up-to-date, reflecting the latest national and local guidance. • Behaviour, attendance, safeguarding, social distancing, risk assessments will all need to be reviewed.	1 - Very low	1 - Very low	LOW	HT/LAB/committee				Local and national guidance from Governor Support services and the NGA.
Admissions – some parents may request to defer their child's place in Reception until the following year	pupil/ school	Parents may wish to defer their place for Septmeber 2021/22 so scholmay be undersubcribed	Too soon to decide	1 - Very low	1 - Very low	LOW	The DfE guidance states the they do not expect it to be a common request from parents that their child's place is deferred. Contact those parents who have not accepted the place • Talk to them about their concerns and the implications of their decision **• After discussion if parents still wish to have a deferred place they must complete a Deferral Application Form for the LA to consider.** **• Children must not be offered a deferred place without following the Local Authority process.** **• direct parents to the up to date policy on the WCC website to help parents in making their decision.**	1 - Very low	1 - Very low	LOW	HT/WCC admissions	March/April 2021	Red		Local guidance – admissions and appeals team
Will Ofsted inspections begin as soon as schools return?	school /community	judgement affected	Ofsted not announced when full inspections will resume	1 - Very low	1 - Very low	LOW	See quality of education section.	1 - Very low	1 - Very low	LOW	HT	Mar-21	Amber		National guidance from DfE

END OF TABLE - DO NOT ENTER INFO BELOW HERE

13 - Additional

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	0	0	

FUTURE:

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	0	0	

RISK BREAKDOWN

CURRENT:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	0	0	0	0
Severity	0	0	0	0	0

FUTURE:

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	0	0	0	0
Severity	0	0	0	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		Formulas Don't delete	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		Formulas Don't delete	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL CURRENT RISK level 1 - 25 (fills automatically)		Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL FUTURE RISK level 1 - 25 (fills automatically)					

END OF TABLE - DO NOT ENTER INFO BELOW HERE