

West Ham Church Primary School

Risk Assessment for Full Opening of School, September 2020 (From LBN)

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Shared with:

- *Governors: 24th July & 31st July 2020*
- *Staff: 31st July 2020*

This tool is optional for schools to use if helpful in undertaking the risk assessment specified in DfE guidance. It is to supplement schools' existing risk assessment processes. Schools already undertake risk assessments for a range of purposes.

It should be used alongside the checklists issued by DfE, NPW and those shared by some Trusts/schools regarding re-opening schools.

A risk assessment is a systematic process of identifying, evaluating and managing risks that could prevent services (including schools) from achieving their objectives.

Risk assessments need to be regularly updated in response to changing school, local and national circumstances; the effectiveness of mitigating control measures need to be regularly reviewed.

This document should be reviewed in line with the following school policies:

- Health and Safety
- Safeguarding and Child Protection
- Staff Code of Conduct including confidentiality
- First Aid and Supporting Pupils with Medical Conditions
- Assessment
- Data Protection

This tool does not supersede any legal obligations relating to health and safety, employment or equalities and it is important that you continue to comply with your existing obligations, including those relating to individuals with protected characteristics.

How to assess risk - notes

- An assessment needs to ensure all key risks whether or not they are under the control of the organisation are identified.
- You should identify what are the causes, events and actions that may give rise to the risk. For example, it is not enough just to enter – “staff shortages” - as a risk. You should also explain what causes it to arise e.g. “Due to self-isolation and shielding, there is a risk of staff shortages to deliver education to specified year groups”
- Identify negative consequences - the potential adverse impacts of the risk that is being assessed. By knowing the consequences of the risk, you are in a better position to understand and manage it properly. For example, increased infections of Covid-19 resulting from insufficient space to maintain social distancing.

FIRST, assess the risks as they are BEFORE you have taken mitigating actions:

High Level Risks are risks are coded **RED**. You should prioritise and manage these risks first.

Medium Level Risks are risks are coded **AMBER**. These risks need to be managed and continually reviewed to ensure they are not posing any significant threats. Close monitoring is essential to avoid them developing into red/ high risks where possible.

Low Level Risks are coded **GREEN**. These risks require limited action but they need to be reviewed regularly to ensure they are not posing any threats.

SECOND, apply Controls/ Mitigating Actions:

After identifying and initially assessing the risk, you should identify controls that can be put in place to mitigate it. Control measures are implemented to prevent the risk from occurring or/and reduce the impact should it occur. A key consideration is the effectiveness of any control measure in achieving these aims.

THIRD, you should re-assess the overall risk rating based on how effective the mitigations are likely to be.

As a result of carrying out this risk assessment, clear procedures for all staff, children and parents to follow will be identified. These will be communicated to all staff and to parents. Training will be provided to all staff on implementing the actions identified from the risk assessment, their roles and responsibilities for keeping themselves and children safe. This training will take place week beginning Tuesday 1st September and will be refreshed regularly.

Issue/ risk area	Identified risks	(Red/ Amber/ Green)	Mitigating actions (Including who will be responsible)	(Red/ Amber/ Green)	Evidence to support assessment
1. Minimising contact with those who are unwell by ensuring that those who have Covid-19 symptoms, or those who have someone in their household who does, do not attend school	Risk of lack of control measures to minimise contact with those who are unwell resulting in increased transmission and rate of infection to members of the school community		<ul style="list-style-type: none"> A. Communicate latest governmental advice and emphasise that parents should not send children into school if they are unwell (NJ) B. Everyone in the school community informed to follow latest governmental advice if they or someone they live with displays symptoms of Covid-19 (NJ/FLA) C. System adopted and publicised for anyone who develops Covid-19 symptoms: sent home/collected asap by parents/carers and all staff reminded to wash or sanitise hands if they came into contact with them (NJ/FLA) D. Children with Covid-19 symptoms kept isolated in Medical Room with closed door and open window and use the toilet adjoining if necessary (MN/KP) E. Staff to wear PPE when dealing with suspected Co-vid symptoms (FLA) F. Other first aid incidents dealt with outside office in sofa area (PDM/JG) G. Medical room to be wiped down with detergent after use to reduce the risk of infection to others (MN/KP) H. PPE is always available for staff tasked with supporting children in these circumstances and staff are trained in its use (MC/JF/MN/KP) I. Drinking fountains have been disabled (WA) J. If a child has to be collected, they will be escorted by staff member (wearing PPE) through the lobby when it is clear of people (FLA) K. One member of staff remains separate from a phase bubble and able to administer First Aid when necessary (FLA/MN) L. Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell (NJ/FLA) 		Amber: to promote vigilance A: INSET, text and newsletter 1 st September B: INSET and newsletter 1 st September C, D, E, F, G: PPE in school and system up and running – worked effectively during partial school reopening March-July 2020
2. Cleaning Hands	Risk that Covid-19 virus is transmitted by hand		<ul style="list-style-type: none"> A. Hand washing facilities reviewed 15/7/20 to identify where each phase ‘bubble’ will be able to wash their hands with warm water (NJ/FLA/WA) B. Hot water tank installed in Nursery during summer holiday to enable children to wash hands with warm water (NJ/WA) C. Time is allocated for hand washing with soap and warm water or sanitiser: upon arrival at school, return from breaks, when/if changing rooms and before and after eating (NJ/FLA) D. Outside, warm-water, sink trough is used to wash hands before entering the school buildings from the playground/field (NJ) E. Lunch bell will ring five minutes earlier for each phase bubble to allow sufficient time for classes to wash hands at outdoor sink trough/administer hand sanitiser before entering school buildings (FLA) F. All children will receive lessons on hygiene from City University & distributed through Gov.uk (teachers) G. Staff and children instructed to clean hands frequently and always after going to the toilet (NJ/FLA) 		Amber: to promote vigilance A, C, D, F, G, H, I: Hand washing procedures working effectively March-July 2020

			<p>H. Staff and children instructed how to wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are cleaned/covered (NJ/teachers)</p> <p>I. To encourage vigilance, all staff to remind all children of handwashing throughout the day (teachers/HLTAs/MDSs)</p> <p>J. Children must wash their hands after using outside apparatus in EYFS and on field (FLA)</p> <p>K. Staff must refer to separate risk assessments for SEND children to be aware of how to mitigate risk to themselves and others based on learning behaviours and ability to follow instructions in regard to hand washing and use of hand sanitiser (FLA/MH)</p> <p>L. Supervision of hand sanitiser for younger children and pupils with complex needs will be given to ensure hands are cleaned properly (NJ/FLA)</p>		
<p>3. Ensuring good respiratory hygiene</p>	<p>Risk that Covid-19 infections increase due to aerosol transmission</p>		<p>A. Remind pupils regularly to catch their coughs and sneezes with a tissue or elbow (teachers/TAs/MDSs)</p> <p>B. Promote the 'catch it, bin it, kill it' approach including in the Early Years (NJ/teachers/HLTAs/TAs)</p> <p>C. Keep windows open where possible to aid ventilation (WA)</p> <p>D. Keep doors open where possible to aid ventilation (WA)</p> <p>E. Do not use air conditioning until it is deemed safe to do so (WA)</p> <p>F. Maintain systems for daily supply/delivery of tissues and hand towels to classrooms and other work rooms (WA)</p> <p>G. Lidded bins with double bagging available in every classroom and work area (MC/JF)</p> <p>H. Cleaners, including cleaner during school day, to empty bins regularly and to keep bin contents outside of the school buildings prior to collection (WA/Juniper Cleaners)</p> <p>I. Waste from those suspected to be infected disposed of in the medical waste bin and disposed of following medical waste procedures (WA)</p> <p>J. Paper towels and bins provided in every toilet/washroom area and hot air dryers disconnected (WA)</p> <p>K. Purchase Rensair Air Purifiers (NJ)</p>		<p>A, B, C, D, E, F, H, I, J: March-July systems working effectively</p>
<p>4. Introducing enhanced cleaning</p>	<p>Risk of inadequate cleaning preparations for full opening of the school leads to infection or other risks e.g. lack of appropriate cleaning, lack of cleaning materials</p>		<p>A. Review conducted of cleaning arrangements (July 2020) checking capacity amongst cleaning staff to meet increased requirements with increased numbers of staff and pupils in attendance (NJ/WA)</p> <p>B. Continue with redeployment of one cleaner (and organise back up) to come in 11:30-2:30 to clean door handles, table/counter tops, light switches, handrails and bannisters, entry system screen, toilets, sinks and taps and other areas touched regularly (WA/JF)</p> <p>C. 3 cleaners to clean in evenings keeping to new cleaning protocols and further wipe downs in morning of regularly touched areas by site supervisor before children arrive (WA/JF)</p> <p>D. Clean frequently touched surfaces often using standard products, such as detergents and bleach (WA/Juniper/EYFS staff)</p> <p>E. Research and if possible purchase long life disinfectant (NJ/JF)</p> <p>F. Advise pupils to adhere to same standards of hygiene and behaviour throughout all areas of the school and encourage pupils to clean their hands thoroughly after going to the toilet (teachers)</p>		<p>A, B, C, D: March-July evidence of spare capacity in cleaning schedule Lunchtime cleaner and back up in place: Juniper were very responsive in following up staff absence during the summer term after one staff absence 'error', system has been running effectively.</p>

			<p>G. Stock of cleaning materials replenished ready for school full opening after audit of cleaning supplies and further supplies ordered as necessary (WA)</p> <p>H. Gloves, sanitiser, anti-bacterial spray, cloths and tissues in every classroom for use by teachers in case a pupil coughs or sneezes on a piece of equipment or furniture (WA)</p> <p>I. Resources that can be readily cleaned used (keeping those that are difficult to clean stored away - reduction in resources will allow more thorough cleaning) (IH, WA)</p> <p>J. Shared items that cannot be left for 72 hours to be cleaned in between use (WA/JS)</p> <p>K. Reading books for each class distributed weekly with previous week's books collected and left in library on window sill for 'decontamination' (NJ/IH)</p> <p>L. Children's books to be collected for marking once a week after being left for 72 hours (3 days) (NJ/FL)</p> <p>M. Children's work submitted online in preference to physical paper (where appropriate) (KJ/teachers)</p> <p>N. Ensure thorough cleaning of all resources and touched areas after the children leave EYFS including outside equipment (HJ/AR/MB)</p> <p>O. Soft furnishings (cushions and soft toys) across the school stored in the Pelly Building (NJ/FLA/WA)</p> <p>P. Juniper Health and Safety procedures followed to ensure appropriate enhanced cleaning of the school (JF/WA/Juniper cleaners)</p> <p>Q. Children must not bring anything from home apart from their school book bag and water bottle - no snacks, PE bags or packed lunches to reduce chances of transmission from home to school. Information communicated to parents and children (NJ)</p> <p>R. Ensure thorough cleaning of areas after works by visitors/contractors (WA)</p> <p>S. Outdoor playground equipment should be more frequently cleaned (WA)</p>		<p>G, H, I, J, K: March-July evidence systems working effectively All staff wearing clean clothes and aprons each day. March-July Training for staff on hygiene provided and regular reminders given.</p>
<p>5. Minimising contact and maintaining social distancing between individuals</p>	<p>Risk of serious infection and transmission due to lack of social distancing between individuals</p>		<p>Grouping Children</p> <p>A. Limit the number of pupils and staff in contact with each other. Children and staff allocated to phase bubbles:</p> <ul style="list-style-type: none"> • Bubble 1: EYFS (Little Owls, Honeybees, Ladybirds) • Bubble 2: KS1 (Dragonflies, Hedgehogs, Squirrels) • Bubble 3: LKS2 (Otters, Badgers, Foxes) • Bubble 4: UKS2 (Wildcats, Kingfishers, Eagles) <p>and class pods (12 classes) Phase bubbles = 135 children, class pods = 30 children</p> <p>B. Class pods to operate indoors and phase bubbles to operate outdoors (playground/field for breaks) or in large well-ventilated spaces e.g. hall for lunch (NJ/FLA)</p> <p>C. Nursery morning session offered with focus on outdoor provision (NJ)</p> <p>D. Access to EYFS outdoors area reduced: Nursery 'Little Owls' class to have separate outdoors area in the Nest garden allowing for the two Reception/Year 1 classes (Honeybees and Ladybirds) to have shared access to EYFS outdoors area (NJ/IH)</p> <p>E. Class teachers and teaching assistants to work in one phase bubble only; maintain the integrity of the phase bubbles when reassigning staff due to staff absence (FLA, NJ)</p>		

- F. French & Art teacher, Music teacher and Sports Coaches to work across the phase bubbles maintaining robust social distancing (2m) and a face covering/mask if desired (NJ/FLA)
- G. When/if required, classes will only be covered by staff whose contracts allow them to do so (NJ/FLA)
- H. Children with SEND will receive consistent support from the same key workers, where possible, with an individual timetable of activities for each child (FLA/MN)
- I. The IT technician will not be permitted to enter any of the phase bubbles or class pods (NJ/FLA)
- J. 'The Nest' will be available for SEND children and staff only to allow for thorough cleaning in between use (FLA/MH/MN)

Classrooms

- K. Classroom layout adapted with children sitting side by side and all desks facing front (KS1, LKS2 & UKS2) and excess furniture removed to increase distance between staff and pupils at all times (NJ/FLA)
- L. Signage in place reminding staff and pupils to keep 2m distance and teachers to explain to pupils that this means 2m from staff from September (NJ/WA)
- M. Staff, particularly in EYFS, advised not to kneel or bend down to child level: stay standing to reduce potential face to face transmission (NJ/FLA)
- N. Staff advised they can wear gloves and/or face coverings/masks if they wish to do so (NJ/FLA)

Measures elsewhere

- O. Large gatherings will be avoided: Collective Worship and assemblies in class held by class teacher or via Zoom (SLT/teachers)
- P. Phase bubble groups to be retained throughout the day and week – same children, same adults (NJ/FLA)
- Q. School library to be allocated to one phase bubble per week and thoroughly cleaned after use (allowing for 48 hours before a new phase bubble uses it) (FLA/SB)
- R. One way systems established in main building and Pelly building to be strictly adhered to with single file walking (NJ/FLA)
- S. Use stairs inside Pelly Building for going up and outside fire exit for going down with appropriate signage (NJ/JF/WA)
- T. Only one person allowed in the lift at a time during out of school hours and touched areas cleaned afterwards (NJ/WA)
- U. Children to enter classrooms directly from external door and move around building using external door as first thought always (teachers/HLTAs)
- V. Stagger lunchtimes, limit numbers in the hall, seat children facing on one side of the tables all facing in the same direction, with time to clean and ventilate the air before 2nd sitting (15mins):
Hall
1st sitting = Bubble 1 (Honeybees and Ladybirds) 11:30am-12:00pm
2nd sitting = Bubble 2 (Dragonflies, Hedgehogs & Squirrels) 12:15pm-12:30pm (FLA)
- W. Deliver hot lunches to KS2 phase bubble groups in their classrooms:

Bubble 3 (Otters, Badgers, Foxes) lunches delivered 12:00-12:15pm
Bubble 4 (Wildcats, Kingfishers, Eagles) lunches delivered 12:30-12:45pm
(Midday Supervisors)

- X. Tables/door handles cleaned after eating and room ventilated (Juniper Cleaner)
- Y. Staff school dinners brought to the staffroom/s or staff can bring lunch in from home following strict hygiene guidance. Staff must wipe lunch boxes or any food items in packaging with antibacterial wipe before placing in the fridge (JF)
- Z. Staffing capacity judged to be more than adequate for plans above but will be reviewed with staff during the early stages (NJ/FLA)
- AA. TA from each class to accompany child in that class to toilets and remain outside in hallway to ensure one in/one out at all times (FLA)
- BB. Toilets allocated to a class with signage on the toilet door (FLA)
- CC. Signage in toilet areas gives guidance on how to wash hands properly (FLA)
- DD. Phase bubble groups to use different areas of the school for break times on a staggered timing and rota basis – playground, garden area and field (FLA)
- EE. Welfare and DSL staff on duty at all times monitoring safe movement around the site (FLA)
- FF. Use upstairs kitchen on top floor for lunch and break times for staff working in the Pelly Building to reduce number of staff needing to use main staffroom kitchen in main building and reduce transmission risk (WA)
- GG. Use alternative staffroom (Music Room) on top floor of the Pelly Building (in Nurture room) for staff working in the Pelly building to reduce transmission risk between staff working in different buildings and increase likelihood of maintaining social distancing (WA)
- HH. Wash hands and wipe surfaces after use before the next staff enter kitchen/staffrooms; wash hands before leaving classes and entering communal areas (NJ/FLA disseminate Staff Handbook and addendums during INSET 1st September)

Measures for arriving at and leaving school

- II. Staggered start and finish times to reduce contact between pupils and parents (NJ/FLA)
Staggered Arrival/Departure Arrangements
 - Nursery children to enter through Portway front gate as usual at 8:30am with one adult following one way system and exiting through main school reception gate (AR)
 - EYFS and KS1 phase bubbles enter via back gate at specified staggered times, line up in playground on social distancing spots (IH/MN)
 - Dragonflies, Hedgehogs and Squirrels classes use wash trough to wash and sanitise hands before entering classrooms through external doors (BU/NG/TF)
 - Honeybees and Ladybirds classes enter class through external doors and wash hands upon arrival (HJ/MB)
 - No parents to enter the playground in the morning (IH/MN)
 - LKS2 and UKS2 phase bubbles enter through Gift Lane at specified staggered times following signage to spots on field, sanitise and enter classrooms through fire exits and wash hands in the class (FLA/MN)

			<ul style="list-style-type: none"> Year 5, Year 6 and children attending tutoring and/or before school breakfast club: line up, wash hands at the wash trough and go to specified phase bubble areas (UKS2 = intervention room and Eagles classroom; Year 5 = Wildcats and Kingfishers classroom; KS1 = phonics central area; EYFS = rainbow area) (FLA/MN) Children line up and enter their classroom in seating order to minimise traffic flow in the classroom (teachers) <p>Departure</p> <ul style="list-style-type: none"> Nursery – 11:30am parents arrive through Portway front gate as usual, collect child and exit through main school reception gate following one way system (AR) Phase bubbles leave at specified staggered times (NJ) Parents allowed to come into the playground maintaining 2m social distancing from each other (NJ) EYFS and KS1 Phase bubbles allocated own areas behind EYFS outdoor area fence, garden fence and hall barrier to stand and wait for parents to collect children (IH) LKS2 and UKS2 phase bubbles - children exit at specified staggered times via Gift Lane back gate (FLA) <p>JJ. Social distancing signage, one way system and floor markings to prevent overcrowding at the school gates (JF/WA)</p> <p>KK. Maintain effective systems at school gates with staff on duty to monitor the safe arrival/departure of pupils and support pupils who need it (FLA/IH/MN)</p> <p>LL. Unauthorised visitors not admitted into school; authorised visitors to wear face mask, destination hand wash/sanitise and adhere to strict social distancing (MC/SA)</p> <p>MM. Continue parental contact with office through email and telephone. Outside essential staff meetings with parents only (MC/SA/MN)</p> <p>NN. Parents/carers instructed that they may not come onto the premises unless they have an appointment or in an emergency situation (NJ)</p> <p>OO. Staff, pupils and parents advised they may wear face coverings, masks or shields in school for personal reassurance (NJ)</p> <p>Other considerations See below</p>		
<p>6. Wearing personal protective equipment (PPE) where appropriate</p>	<p>Risk of transmission working with children without adequate PPE</p>		<p>A. Regularly check PPE supplies and order to ensure school has adequate supply of gloves, face masks/coverings, face shields and aprons (AC) 13/7/20</p> <p>B. PPE provided for staff treating anyone with Covid-19 symptoms (FLA/MN/KP)</p> <p>C. PPE provided for staff previously deemed to be extremely clinically vulnerable, clinically vulnerable (including pregnant women) or otherwise at higher risk, or who have vulnerable family members, who are returning to work in school (NJ/FLA)</p> <p>D. Staff who work with children whose behaviour needs to be physically managed will be provided with appropriate PPE after a risk assessment to assess their individual needs and nature of work (FLA)</p>		<p>March-July PPE systems running effectively</p>

			<p>E. SEND children will have their individual risk assessments regularly updated during transition to full time school to ensure appropriate protective measures are in place for children and staff (MH)</p> <p>F. In circumstances where intimate care is needed, PPE must be used. Staff must use gloves, an apron and a face shield as a minimum. Staff must observe strict hygiene protocols with regards to hand washing as social distancing will not be possible (NJ/JF)</p>		
7. Engage with the NHS Test and Trace process	Risk of further infections if NHS Test and Trace process not engaged with		<p>A. Arrangements for compliance with the NHS Test and Trace system communicated to all staff, pupils, visitors and parents w/b 31st August 2020 (NJ)</p> <p>B. Parents informed they must book a test if they or their child are displaying symptoms and should inform the school immediately of the results of a test (NJ/FLA)</p> <p>C. Staff and children must not come into school if they have symptoms and will be sent home if they develop symptoms in school (NJ/MN/KP)</p> <p>D. They must provide details of anyone they or their children have been in close contact with if they were to test positive for Covid-19 or if asked by NHS Test and Trace (NJ/FLA)</p> <p>E. Staff and children must self-isolate for 10 days from the onset of symptoms or 14 days if they have been in close contact with someone who tests positive for Covid-19 (NJ/FLA)</p> <p>F. All staff, including Peripatetic staff, reminded of their responsibility to give the office up-to date contact details (JF/MC)</p> <p>G. Parental contacts kept up-to-date on SIMS (MC/SA)</p> <p>H. All visitors to leave contact details upon arrival (WA/MC/SA)</p>		March-July 2020 parents email addresses acquired. Contacts regularly being updated. July 2020 New visitor system installed
8. Managing confirmed Covid-19 cases in the school community	Risk of further infections from a confirmed case of Covid-19 if control measures not implemented		<p>A. DSLs will liaise with the local health protection team (PHE North East and North Central London 020 3837 7084) as necessary and identify close contacts in the event of confirmed cases (NJ/FLA/MN)</p> <p>B. The school will 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 (NJ/FLA)</p> <p>C. The school will seek advice from the local health protection team on sharing information about the identity of confirmed cases (information not to be shared unless essential to protect others) (NJ/FLA/MN)</p>		
9. Containing outbreaks	Risk of outbreak not being contained resulting in increase in infections within school		<p>A. Continue to use the isolation room (next to medical room) to administer first aid to anyone with Covid-19 symptoms (KP/MN)</p> <p>B. Use named First Aider to administer first aid to a child/adult suspected of Covid-19 infection wearing full PPE (gloves, apron, face mask and shield) (FLA)</p> <p>C. Any child coughing or sneezing will be assessed and parents contacted to discuss. If appropriate, the child will be sent home to minimise the risk of spreading infection (NJ/FLA/AC/MN/KP)</p> <p>D. Used PPE to be disposed of in the medical waste bin adhering to guidance for doffing PPE (MN)</p> <p>E. Use non-penetrative face masks, gloves, disposable apron and non-contact thermometers for anyone treating a child/adult with Covid-19 symptoms (AC)</p> <p>F. Use disposable thermometers for staff to self-administer (NJ)</p> <p>G. Staff will be told about confirmed cases of Covid-19 (NJ/FLA)</p>		

			<p>H. Trade union representatives will be contacted and included in liaison with the local health protection team (NJ)</p> <p>I. Potential outbreaks will be treated as urgent and shared with staff at an early stage (NJ/FLA)</p> <p>J. The school will follow the advice of the local health protections team if two or more cases of Covid-19 are confirmed within 14 days (NJ)</p>		
<p>10. The School workforce (DfE School Operations)</p> <p>A. Staff who are vulnerable or otherwise at an increased risk</p>	<p>Risk of vulnerable staff not being identified and control measures implemented resulting in potential increased risk of severe illness</p>		<p>A. All staff have been made aware of increased risk factors and read Appendix 2: COVID population risk and BAME individuals (NJ)</p> <p>B. Staff have discussed their individual risk factors with the Headteacher and any with underlying health conditions have been advised to consult with their GPs to ensure they are following medical advice regarding their health and safe return to work (NJ)</p> <p>C. Refer to Appendix 1: Return to work flowchart from the Education Space when dealing with staff concerns regarding return to work (NJ)</p> <p>D. BAME staff with additional health issues have been fully involved in decisions relating to class allocations (NJ)</p> <p>E. The school agrees to carry out Individual Risk Assessments for each employee taking account of their personal and household circumstances and local circumstances with regard to Covid-19 (NJ/FLA)</p> <p>F. Risk Assessments for those who are potentially at an increased risk will be completed as a priority (including for staff who are clinically extremely vulnerable, clinically vulnerable, older, disabled, Black and those who live with such people) (NJ/FLA)</p> <p>G. Individual Risk Assessments will be reviewed regularly to reflect changes in personal and local circumstances (NJ/FLA)</p> <p>H. All staff have currently indicated their intention to return to work in September based on medical advice; the school has contingency plans should not all staff be able to attend school in September (NJ/FLA)</p> <p>I. If the level of risk increases, the school will be proactive in responding using appropriate measures for employees who are clinically extremely vulnerable or at an increased risk, such as working from home and working in amended roles (NJ/FLA)</p> <p>J. If staffing shortages are experienced, SLT to ensure there is a member of SLT, Paediatric First Aider, Designated Safeguarding Lead and Inclusion Team on site at all times (NJ/FLA/IH/KJ/JF)</p>		
<p>B. Supporting Staff – workload and wellbeing</p>	<p>Risk of work overload and impact on mental health resulting in incapacity to carry out role</p>		<p>A. Additional hours required to implement full opening plans have been allocated on a voluntary basis, agreed with individual staff members and paid (NJ/FLA)</p> <p>B. Staggered timings have been worked out so they do not lengthen the school day or impact on directed time arrangements (NJ/FLA)</p> <p>C. An overall school calendar and individual directed time calendars will be published in the autumn term (NJ/FLA)</p> <p>D. PPA: additional planning and preparation time was given to staff INSET at the end of the summer term; further time has been allocated for 1st-2nd September INSET; PPA is timetabled in Phase bubbles for added support (NJ)</p> <p>E. PPA, NQT, NQT+1, Subject Leadership and Phase Leadership time have been allocated for individuals (NJ)</p>		<p>July 2020 Staff moral remains strong. Staff experiencing mental health issues are known to NJ/FLA through regular communication and support is being given.</p>

			<p>F. Additional support for newly and recently qualified staff, staff new to the school, and any staff anxious about returning to school, has been resourced with the provision of two non-class based AHTs (NJ)</p> <p>G. September INSET days will be used to ensure staff are familiar with the Risk Assessment, up-to-date with Safeguarding, able to plan an adapted curriculum and have time for individual PPA (NJ/FLA)</p> <p>H. PPA will continue in school due to the number of staff in new roles and the support required; however, after consultation alternative arrangements have been made for staff about directed time that can be worked outside of school (NJ)</p> <p>I. Staff stress and workload will be monitored and acted upon as a result of stress and workload surveys (NJ/KJ)</p> <p>J. Online meetings will continue and physical meetings will be kept to a minimum to reduce transmission and time spent in school; where possible physical meetings will occur outside (NJ/FLA/IH/KJ/ES/PM/TF/HJ)</p> <p>K. Remote Learning Lead to support workload, post home learning and support families with children still at home. Phase Leaders allocated extra PPA time to send through activities (to be same as far as possible to lessons taught in school) (KJ/HJ/TF/PM/ES)</p> <p>L. Senior staff to be visibly present around the school in the day but not interacting within bubble groups physically unless outside or virtually (SLT)</p> <p>M. Open door policy for staff to contact and feedback to SLT the implementation of plan and/or any other concerns (SLT)</p> <p>N. Timetabled weekly SLT meeting to review Risk Assessment and staff feedback (SLT)</p> <p>O. Guidance given to staff with regards to how to support pupils mental health and well-being (NJ/KJ)</p> <p>P. Signposting to support services for staff – dealing with anxiety, bereavement etc e.g. charity providing wellbeing and mental health support services to all education staff and organisations recommended through the DSL network: https://www.educationsupportpartnership.org.uk/ 24hr helpline: 08000 562 561 (NJ/FLA)</p> <p>Q. Staff have received Bereavement training (KJ)</p> <p>R. Staff have been made aware of the Employee support through Newham: www.employeeassistance.org.uk (NJ)</p> <p>S. Access SAS staff and pupil well-being services e.g. Be a champion for Autumn term (NJ/KJ)</p> <p>T. Zoom meetings and socially distanced staff meetings scheduled to feel connected, to be kept up-to-date and offer feedback (NJ)</p> <p>U. Headteacher to continue to engage with supportive headteacher networks e.g. Newham Learning NHS therapist sessions and small cluster well-being meetings to maintain well-being (NJ)</p> <p>V. Governors agreed to support headteacher wellbeing with one day, every other week, working from home (Governors)</p>		
C. Support staff and visiting	As above		<p>A. Support staff will carry out their normal role as per their job description (NJ/FLA)</p> <p>B. Additional work and hours agreed with member of staff and paid accordingly (NJ)</p>		

<p>specialist staff; supply staff and staff taking leave</p>			<p>C. Teaching Assistants asked to lead groups or cover lessons will be HLTAs in the first instance or the right grade (NJ/FLA)</p> <p>D. External agencies to meet with children outside of class bubbles only when absolutely necessary (minimising need for physical visits, in-person observations and face to face assessments) and abide by school's risk assessment (FLA/MH/MN)</p> <p>E. Peripatetic staff (Newham Music, Sporting4Schools, Kick London) informed and supported with regards to safety measures in the school (NJ/FLA)</p>		
<p>11. Wider Public Transport</p>	<p>Risk that pupils and staff cannot safely travel to work which results in staff shortages or higher infection levels</p>		<ol style="list-style-type: none"> 1. Parents and staff strongly advised to follow government guidance to make alternative arrangements and avoid public transport (car, walk, cycle) if possible (NJ/FLA) 2. Encourage children to walk (assemblies, newsletters and specific lessons) (KJ) 3. If this is not possible, promote expectations for staff to follow government guidance about wearing masks (face coverings given to staff in May)(NJ/JF) 4. Discussions with LA and PHE ongoing regarding alternatives (NJ) 5. Staggered arrival/departure (provided to certain staff during the school opening for key worker and vulnerable children) is a possibility depending on the role of the staff member and where they are needed at the start and end of the day (NJ) 6. Encourage staff to access the LA's Cycle to work scheme (NJ) 7. Extra car parking capacity, car parking permits and business parking permit loans offered and provided (JF/AC) 8. Staff to read Appendix 3: Travel Advice for Schools – May 2020 (JF) 9. If the level of risk on public transport increases, ask staff who cannot get to work by any other means than public transport to change into clean clothes upon arrival at school (changing in the disabled toilet in the medical room and to place clothes in a sealed bag) (JF) 		<p>Staff have been proactive in taking steps to avoid the use of public transport Note: The Evening Standard 18/5/20 cited Stratford, Canning Town and West Ham underground to be avoided.</p>
<p>12. Student Attendance</p>	<p>Risk of low attendance resulting in diminished life outcomes for pupils</p>		<ol style="list-style-type: none"> A. High expectations set for mandatory attendance actively communicated to parents (NJ) B. Attendance lead on Senior Leadership Team to ensure policies implemented effectively and on the Governing Body to provide additional visibility, support and challenge (NJ/BH) C. Inclusion Team and Remote Learning Lead to ring parents if child does not attend school on 3rd September to address any concerns/issues (FLA/KJ/MN) D. Attendance and behaviour expectations included in induction sessions with pupils and parents, texts, newsletters and website (NJ/FLA) E. Attendance Lead to consult with Inclusion Team and Remote Learning Lead each day to recognise differing circumstances of families and pupils and ensure parents are given support, further information and reassurance alongside the importance of returning to school (JF/MN/KJ) F. Inclusion Lead to lead on transition plans with Family Support Worker, SENDCo and Remote Learning Lead with regards to offering support to families of Black pupils, SEND children and others who may have increased concerns about resuming full attendance ensuring high quality education for all (FLA/KJ/MH/MN) G. Attendance Lead to consult with AMO regarding persistent absence and update headteacher on a weekly basis (JF) 		
<p>13. Student Behaviour</p>	<p>Risk that pupils engage in</p>		<ol style="list-style-type: none"> A. Email further guidance to parents to prepare their children for the changes in school, social distancing and hygiene regimes (NJ/AC) 		

	behaviour that increases the transmission of infection		<p>B. Communicate the above to children and parents through google classroom including photographs of rooms and addendum to home-school agreement (SLT/Phase leaders)</p> <p>C. Staff to have full walk-through of beginning/transitions and end of day routines before start of term (FLA) Share Behaviour Policy and Addendum with staff on 1st September (FLA/teachers/HLTAs)</p> <p>D. Share Behaviour Policy with children on the first day back to school; discuss measures in school to help keep everybody safe and the reasons why everybody must follow them. Each class to construct a class charter. Link to the school's new vision statement (teachers/HLTAs)</p> <p>E. Share behaviour expectations with parents and ask parents, pupils and staff to sign new Home-School Agreement (NJ/MC)</p> <p>F. Behaviour Policy outlines procedures to be followed should a child need to be withdrawn from the classroom including spaces to be used: KS1 phonics area, well-being/art therapy room in Pelly and rainbow area in EYFS (NJ/FLA)</p> <p>G. Separate Risk Assessment in place for children known to spit (FLA)</p> <p>H. Any child found to have deliberately coughed or spat in the close proximity of another will be isolated and parents rung to collect the child. The serious repercussions of the child's actions will be communicated to the parents and child. A risk assessment will be conducted before the child is able to re-attend school (NJ/FLA)</p>		
14. Educational Visits	Risk of transmission of infection whilst on an educational visit		<p>A. Educational visits not involving an overnight stay can resume due to the current low rates of infection. Risk Assessments are to be completed with the support of the Educational Visits Coordinator (EVC) following the school's policy and reassurances that venues are covid-secure (FLA)</p> <p>B. Children will be allowed to attend an educational visit, if parents have given their permission (FLA)</p> <p>C. Children will not be allowed to travel on public transport and therefore visits are expected to be in the local vicinity within walking distance or via private coach travel adhering to robust Health and Safety practices (FLA)</p> <p>D. Visits to participate in sporting fixtures will be reviewed in the autumn term (NJ/FLA)</p> <p>E. A full programme of educational visits will only be resumed after staff consultation (FLA)</p>		
15. School Uniform	Risk of transmission from clothing if school uniform and staff dress codes are enforced		<p>A. Children to wear school uniform as per school policy on all days when they do not have PE and staff to follow school dress policy (NJ/FLA/IH)</p> <p>B. Staff to wear clothes appropriate for the delivery of outdoor education and the delivery of PE as per their class timetable (FLA/JF)</p> <p>C. If the risk increases, inform parents that the rules around school uniform will be relaxed to enable pupils to wear fresh clean clothes to school each day which may involve non-uniform (NJ)</p>		
16. Educational Provision: • Curriculum expectations	Risk that gaps in learning will result in a narrowing of curriculum		<p>A. Staff consulted on changes to the curriculum aimed at 'recovery' using content from the previous year's curriculum (NJ/FLA)</p> <p>B. Remote Learning Lead to consult with Phase Leaders to ensure high quality curriculum and quality first teaching offered to all pupils (KJ/HJ/TF/PM/ES)</p>		

<ul style="list-style-type: none"> Pastoral issues 	<p>provision and in diminished long-term outcomes for children</p> <p>Risk of trauma and mental health issues resulting in long term health impacts</p>		<p>C. Timetable gives pupils access to a good balance of all the core and foundation curriculum subjects (NJ)</p> <p>D. Staff will be consulted about the National Tutoring Programme and spending of the catch-up funding (NJ/FLA)</p> <p>Pastoral Issues</p> <p>E. Staff advised to be flexible in their approach to the timetable giving ample time for social, emotional support for pupils focussing on wellbeing and mental health (NJ/FLA)</p> <p>F. The revised curriculum provides opportunities for outdoor learning (Forest Schools and Cornerstone units), creativity (particularly through art), and the development of oracy and vocabulary (Power of Reading, Power Maths and Talk4Writing) (NJ/FLA)</p> <p>G. Pastoral systems have been reviewed: our Learning Mentor/Family Worker is now non-class based giving additional time to support pupils and families; our Art Therapist has begun work supporting children with SEMH issues and our two AHTs will take on a greater role supporting pastoral care across the school (NJ/FLA)</p>		
	<p>Risk of transmission during the conduct of curriculum and practical activities in school</p>		<p>A. Maintain stringent hygiene practices for all curriculum activities to minimise any chance of transference (all staff)</p> <p>B. Each class has been provided with the following equipment packs:</p> <ol style="list-style-type: none"> named pencil cases – one per child (AC/KP) maths packs per class (PM) PE packs per class (AS) <p>C. All children have a named Smartsack on back of their chair to store resources to be used by them only (NJ/MC)</p> <p>D. Chromebooks will be assigned to each class in KS2 and linked with specific children (PM/ES)</p> <p>E. Resources that are usually shared (e.g. photocopiers, printers, etc) are assigned to one user or a phase bubble group (FLA)</p> <p>Music, French, Art and Sports lessons</p> <p>F. No singing until further notice from Public Health England (AR/SD)</p> <p>G. Each class to have own set of instruments/equipment which are wiped with disinfectant before and after given to the children (AR/SD)</p> <p>H. Flexibility to have lessons in indoors or outdoor spaces as appropriate, but always maintaining 2m social distance from the teacher (SD/AZ/AS)</p> <p>I. Where possible, children are taught in their own class and the teacher goes to the class (SD/AZ)</p> <p>J. After class/group visit, room cleaning and ventilation (15mins minimum) (AZ/SD/WA)</p> <p>K. Outdoor sports should be prioritised where possible and large indoor spaces (the hall) used where it is not (Sporting4Schools, Kick London)</p> <p>L. Sports equipment is cleaned between each use (AS)</p> <p>M. Team games which involve contact will be avoided (AS/LW)</p> <p>N. Pupils kept in class pods for P.E. and phase bubbles for extended schools provision (before and after school clubs) (AS)</p> <p>O. P.E. kit to be worn to school on days when the children have P.E.; negating the need to change for the timetabled PE session each day and Sporting4schools session/s (NJ)</p>		<p>July 2020 Equipment packs ready</p>

17. Fire Safety	Risk of unsafe fire management practice due to staff shortages		A. Review Fire Safety and Emergency Evacuation procedures to take into account social distancing rules (NJ/JF/WA) B. Ensure all staff and children are clear about procedures and any changes to roles and responsibilities (NJ/FLA) C. Conduct fire drill at the beginning of each week for the first three weeks of autumn term to ensure procedures understood and followed correctly (NJ/WA) D. Review how often fire drill needs to be conducted subject to attendance data (NJ)		March-July 2020 Plenty of Fire Marshalls at work.
18. Pupils with Special Needs	Risk the needs of pupils with complex SEND cannot be safely met in school		A. Prepare transition plans for High Need Funded Children in close conjunction with each child's risk assessment and share with parents (MH/FLA) B. Review EHCP and Care Plans of all SEND children with teachers and agree new targets for the start of the autumn term (MH) C. Liaise with parents of SEND children to discuss needs, how these can be met safely on weekly basis and share individual timetables (MH/AN/FLA) D. Prepare social stories and school-made photobooks to help prepare children for change and familiarisation with hygiene and social distancing requirements (FLA) E. Refer to DfE Guidelines for meeting needs of children with SEND (NJ/FLA/MH/AN) F. Consult with Specialist teaching team about trauma support for SEND children (FLA/MH) G. Remote Learning Lead to consult with Inclusion Team to ensure family are supported with physical packs of appropriate school work and pastoral support for time spent out of school (KJ)		March- July 2020 Established process of collaborative work for SEND children by SENDCO & Learning Mentor with families – this will continue
19. Safeguarding	Risk that safeguarding practices are not followed		A. Safeguarding Policy and Addendum shared with staff and Governors (NJ) B. Update safeguarding training and ensure all staff familiar with KCSIE and Appendix A (NJ) C. Train returning staff on CPOMS (NJ/FLA) D. Update visitor leaflet to include covid-19 guidance, give to visitors/contractors when they first enter the school site (FLA/MC/SA) E. Adopt policy of no visitors or contractors in school during the school day unless it is an emergency and agreed by the Headteacher (NJ)		March- July 2020 Continuity of safeguarding procedures during lockdown has meant no drop off in safeguarding. Introduction of CPOMS improved procedures and reporting.
20. Extra-curricular provision	Risk of: <ul style="list-style-type: none"> • vulnerable children not having a healthy breakfast • children not ready to focus on their lessons 		A. Breakfast and after-school provision will resume on 7 th September with children and staff in their phase bubble groups (NJ/FLA) B. Parents must book and pay for breakfast and after-school provision in advance to secure places for their children with no child admitted on the day (NJ/IH/MC/SA) C. Children arriving to attend Breakfast Club will enter the back gates which will be opened at 7:30am, wash hands at the sink trough and/or hand sanitise and then proceed to their phase bubble breakfast area (NJ/FLA/WA) D. Year 6 are invited to attend for free from 7:30am for breakfast with catch-up tutoring beginning at 7:45am; Year 5 are invited to attend catch-up tutoring from 8:15am (NJ/FLA) E. After-school provision will be in the form of after-school clubs (no contact sports) for each phase finishing at 4:30pm until further notice (NJ/FLA/IH)		

	<ul style="list-style-type: none"> no support for working parents resulting in diminished health and outcomes 		<p>F. To enable staff to travel home safely avoiding peak times, the school reserves the right to decline places for children whose parents do not collect their children on time (NJ/FLA/JF)</p> <p>G. School will seek assurances from out of school and childcare providers regarding their own protective measures (JF/MC)</p>		
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Recommendation: Taking into account your analysis of risks and mitigating actions, record your overall recommendation about the school's ability to safely reopen to some or all of the specified year groups:

- Risk assessment has identified mitigating actions that will be put into action plan with clear procedures for staff, children and parents.
- There is a lack of conclusive evidence and information from Government about transmission rates between children and children and adults making assessment of the level of risk extremely difficult to assess without detailed scientific and medical knowledge on viral transmission. There is also no current expert information available to schools on the level of impact each mitigation action will have in reducing risk of spread of Covid19 within school thus making RAG rating a challenge. Therefore we have taken actions in accordance with advice by the DfE that should reduce the level of risk but we cannot guarantee this.
- Numbers of children attending school have been under 50% at WHCS and therefore we do not possess evidence that we can implement social distancing safely. However, the government guidance recognises this will be very difficult with young children. (Note: we were successful in implementing staggered breaks, lunches and hygiene systems before school 'closure')
- We are proposing to open one Nursery class in the morning to provide extra staffing capacity in Reception/Year 1 classes due to the high level of SEND and to allow time for cleaning in the Nursery.
- At all times we are continuing to follow the statutory requirements for Keeping Children Safe in Education. The health, safety and welfare of our staff, children and families have underpinned this risk assessment. We cannot guarantee that there will be no transmission of the virus, but with the measures outlined above, we will minimise the risks as best we can.

Note: The plan will be reviewed regularly and is dependent upon the Government's test, track and trace system working effectively, availability of staff, numbers of children, successful implementation of procedures, changes to government requirements, advice and guidance.

Signature:

Date:

Appendices

Documents accompanying risk assessment to be read by all staff and governors

Appendix 1: Return to work flowchart from the Education Space (HR)

Appendix 2: COVID population risk and BAME individuals

