

West Ham Church Primary School

Risk Assessment for Opening of School, September 2021 (From LBN)

Headteacher: Nicola James

Shared with:

- *Governors: 31st August 2021*
- *Staff: 1st September 2021*

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

- a. An assessment needs to ensure all key risks whether or not they are under the control of the organisation are identified.
- b. 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”
- c. 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	What are the hazards? Identified risks	(Red/ Amber/ Green)	Mitigating actions/controls (Including who will be responsible)	(Red/ Amber/ Green)	Evidence to support risk assessment	When is the action need by?
<p>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</p>	<p>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</p>		<p>A. Communicate latest governmental advice and emphasise that parents should not send children into school if they are unwell (NJ)</p> <p>B. If a parent or carer insists on a pupil attending your school, the headteacher can take the decision to refuse the pupil if, in her reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. The decision will be carefully considered in light of all the circumstances and current public health advice (NJ)</p> <p>C. Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will be reviewed (NJ)</p> <p>D. Staff and pupils with a positive LFD test result should self-isolate in line with the stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection. They will also need to get a free PCR test to check if they have COVID-19. Whilst awaiting the PCR result, the individual should continue to self-isolate. (NJ)</p> <p>E. If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil/staff can return to school, as long as the individual doesn't have COVID-19 symptoms. (NJ)</p> <p>F. When an individual develops COVID-19 symptoms or has a positive test, pupils, staff and other adults should follow public health advice on when to self-isolate and what to do. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine). (NJ/FLA)</p> <p>G. Children with Covid-19 symptoms will be isolated in new Medical Room with closed door, an open skylight window and appropriate adult supervision (NJ/MN/KP)</p> <p>H. Isolated children can use the new disabled toilet adjoining the medical room if necessary which will be cleaned and disinfected after use using standard cleaning products (MN/KP/WA)</p> <p>I. Other first aid incidents will be dealt with outside office in sofa area or in lobby of the Pelly building (teaching assistants)</p> <p>J. Drinking fountains have been disabled (WA)</p> <p>K. If a child has to be collected, they will be escorted by staff member (wearing PPE) through the new disabled toilet door into the lobby when it is clear of people (FLA)</p> <p>L.</p>			

<p>2. Ensure good hygiene for everyone</p>			<p>A. Hand hygiene</p> <p>A. Frequent and thorough hand cleaning is regular practice upon arrival, after break and lunchtimes, before eating and after sneezing/coughing into hands. Pupils must clean their hands regularly with soap and water or hand sanitiser. Teachers will give all children lessons on hygiene on 2nd September to remind them how to wash hands thoroughly. The lunch bell will ring five minutes earlier to allow sufficient time for classes to wash hands at outdoor sink trough/administer hand sanitiser before entering school buildings (FLA)</p> <p>B. 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)</p> <p>C. Respiratory hygiene The ‘catch it, bin it, kill it’ approach continues to be very important. Teachers use the e-Bug COVID-19 website free resources, including materials to encourage good hand and respiratory hygiene.</p> <p>D. Use of personal protective equipment (PPE) Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on the use of PPE in education, childcare and children’s social care settings provides more information on the use of PPE for COVID-19.</p>			
<p>3. Use of face coverings in school</p>	<p>Risk of transmission of Covid-19 by aerosol projection</p>		<p>Face coverings</p> <p>Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas. The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don’t normally meet. This includes public transport and dedicated transport to school or college.</p> <p>A. Staff can wear a face mask should they wish to do so in communal areas. (NJ)</p> <p>B. Disposable face masks to be disposed of in black bag lidded bins (not recycling bins) (staff)</p> <p>C. Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles (staff)</p> <p>D. Face masks used when in close contact with someone exhibiting covid symptoms should:</p> <ul style="list-style-type: none"> • cover both the nose and mouth • not be allowed to dangle around the neck 			

			<ul style="list-style-type: none"> not be touched once put on, except when carefully removed before disposal be changed when they become moist or damaged be worn once and then discarded - hands should be cleaned after disposal (JF) 			
<p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents</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. Regularly review cleaning arrangements to ensure enhanced cleaning requirements are met (NJ/WA)</p> <p>B. One cleaner attends 11:30am-2:30pm 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/lunchtime staff)</p> <p>E. Wipe medical room with detergent after use to reduce the risk of infection to others (MN/KP)</p> <p>F. Advise pupils to adhere to same standards of hygiene and behaviour throughout all areas of the school (teachers)</p> <p>G. Maintain a good supply of cleaning materials through regular stocktake and ordering (WA)</p> <p>H. Supply each classroom with gloves, sanitiser, anti-bacterial spray, cloths and tissues for staff to use in case a pupil coughs or sneezes on a piece of equipment or furniture (WA)</p> <p>I. Use resources that can be readily cleaned (keeping those that are difficult to clean stored away - reduction in resources will allow more thorough cleaning) (teachers/WA)</p> <p>J. Shared items made of plastic or metal 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 by library on blue wire trolleys for 'decontamination' (IH)</p> <p>L. Children's books to be collected for marking once a week after being left for 48 hours (or teachers to wear gloves when marking books) (FL/teachers)</p> <p>M. Ensure thorough cleaning of all resources and touched areas after the children leave EYFS including outside equipment (IH)</p> <p>N. Juniper Health and Safety procedures followed to ensure appropriate enhanced cleaning of the school (JF/WA/Juniper cleaners)</p>			

			<p>O. Children must not bring anything from home apart from their school book bag, water bottle, PE kit in a drawstring bag and packed lunch - to reduce chances of transmission from home to school. Information communicated to parents and children (NJ)</p> <p>P. Ensure thorough cleaning of areas after works by visitors/contractors (WA)</p> <p>Q. Outdoor playground equipment to be cleaned more frequently (WA)</p>			
5. Where necessary, wear appropriate personal protective equipment (PPE)	Risk of transmission working with children without adequate PPE		<p>A. Regularly check PPE supplies and order to ensure school has adequate supply of gloves, face masks/coverings, face shields and aprons (AC)</p> <p>B. PPE provided for staff treating anyone with Covid-19 symptoms. A face mask should be worn if you are in face-to-face contact. If physical contact is necessary, then gloves, an apron and a face mask should be worn. Wear eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting. (FLA/MN/KP)</p> <p>C. Children with symptoms of coronavirus will be given a mask to wear before being escorted through the school to the isolation room (MN/KP)</p> <p>D. Update SEND children's individual risk assessments to ensure appropriate protective measures are in place for children and staff (HQ)</p> <p>E. If a child, young person, or student already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used (HQ)</p> <p>A. 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 (HQ)</p> <p>B. Used PPE to be disposed of in the medical waste bin adhering to guidance for doffing PPE (MN)</p>			
6. Keep occupied spaces well ventilated	Risk of transmission		<p>Keep occupied spaces well ventilated</p> <p>A. Ensure the school is well ventilated and that a comfortable teaching environment is maintained (NJ/WA)</p> <p>B. Only one person at a time to enter poorly ventilated spaces:</p> <ul style="list-style-type: none"> • Kitchenette in Pelly building • Comms rooms in Pelly building and main building • Storage room in Pelly building • Art cupboard • 'Magic' cupboard in main building 			

			<ul style="list-style-type: none"> as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, school plays. <p>C. Open skylights, high-level windows, internal and external doors to assist with creating a throughput of air (if they are not fire doors and where safe to do so) (WA)</p> <p>D. Balance the need for increased ventilation while maintaining a comfortable temperature for pupils and staff (WA)</p> <p>E. CO2 monitors will be provided from September, for staff to quickly identify where ventilation needs to be improved (WA)</p> <p>F. Adjust mechanical ventilation system in the Pelly (Breathing Building) to maximise the automatic ventilation of the room according to the level of CO2 in the air (WA/teachers)</p> <p>G. In cooler weather, open windows enough to provide constant background ventilation, and open more fully during breaks to purge the air in the space (teachers)</p> <p>H. Use desk and tower fans to improve the circulation of fresh air and prevent the stagnation of air in occupied spaces (WA/teachers)</p> <p>I. Comms room air conditioning to be switched on when room not in use by staff. (WA/AC)</p> <p>J. Use Rensair Air Purifiers in communal areas including hall at lunchtime (NJ/FLA/WA)</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 (NJ)</p> <p>B. NHS Test and Trace will work with a positive case and/or their parent to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact.</p> <p>C. NHS Test and Trace will contact individuals to inform if they have been in close contact with a positive case and advise them to take a PCR test. Close contacts continue to attend school as normal awaiting the result of the PCR test. They are advised to wear a face covering on public transport. (NJ)</p> <p>D. Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:</p> <ul style="list-style-type: none"> they are fully vaccinated they are below the age of 18 years and 6 months they have taken part in or are currently part of an approved COVID-19 vaccine trial 			

			<ul style="list-style-type: none"> they are not able to get vaccinated for medical reasons 			
8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community	Risk of further infections from a confirmed case of Covid-19 if control measures not implemented		<ul style="list-style-type: none"> 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period. <p>When threshold has been reached:</p> <ul style="list-style-type: none"> 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period. <p>A. DSLs call the DfE Helpline on 0800 046 8687 and select option 1 for advice on the actions to take Liaise with Newham Public Health protection team (PHE North East and North Central London 020 3837 7084 PublicHealthenquiries@newham.gov.uk) as necessary (NJ/FLA) Inform NPW, Newham’s schools silver officer service: geetha.unnithan@theeducationspace.co.uk 020 8249 6900 ext: 173 07807 727366 07770 227 094**Out of Hours Contact number (NJ/FLA)</p> <p>B. The school will seek advice from the advice service/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. Contain any outbreak by following local health protection team advice	Risk of outbreak not being contained resulting in increase in infections within school		<p>C. We will continue to work with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases or if central government offers Newham an enhanced response package, we will comply with guidance from public health to temporarily reintroduce some control measures (NJ)</p> <p>D. Continue to use the isolation room (next to medical room) to administer first aid to anyone with Covid-19 symptoms (KP/MN)</p> <p>E. 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>F. Any child coughing or sneezing will be assessed by the named First aider 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>			

			G. Staff will be told about confirmed cases of Covid-19 and potential outbreaks in a timely manner (NJ/FLA)			
10. The School workforce (DfE School Operations) 13. Staff who are vulnerable or otherwise at an increased risk	Risk of vulnerable staff not being identified and control measures implemented resulting in potential increased risk of severe illness		<p>A. Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Further information can be found in the guidance on protecting people who are CEV from COVID-19 (NJ)</p> <p>B. Individual Risk Assessments for each employee are regularly updated taking account of personal and household circumstances and local circumstances with regard to Covid-19 (NJ/FLA)</p> <p>C. Risk Assessments for those who are potentially at an increased risk are completed as a priority (including for staff who are clinically extremely vulnerable (CEV), clinically vulnerable (CV), older, disabled, Black and those who live with such people) (NJ/FLA)</p> <p>D. Staff asked to complete the ALAMA risk assessment and communicate results to the headteacher (NJ/SA)</p> <p>E. Individual Risk Assessments will be reviewed every 3 months to reflect changes in personal and local circumstances (NJ/FLA)</p> <p>F. Contingency plans are in place should not all staff be able to attend school in September (NJ/FLA)</p> <p>G. 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>H. 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/JF)</p>			
11. Supporting Staff – workload and wellbeing	Risk of work overload and impact on mental health resulting in incapacity to carry out role		<p>A. PPA, NQT, NQT+1, Subject Leadership and Phase Leadership time have been allocated for individuals (NJ)</p> <p>B. 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>C. Staff stress and workload will be monitored and acted upon as a result of stress and workload surveys (NJ)</p> <p>D. ‘Open door’ policy for staff to contact and feedback to SLT the implementation of plan and/or any other concerns (SLT)</p> <p>E. Timetabled weekly SLT meeting to review Risk Assessment and staff feedback (SLT)</p> <p>F. Guidance given to staff with regards to how to support pupils mental health and well-being (NJ/KJ)</p>			

			<p>G. 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>H. Staff have been made aware of the Employee support through Newham: www.employeeassistance.org.uk (NJ)</p> <p>I. Access SAS staff and pupil well-being services e.g. Be a champion (NJ)</p> <p>J. 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>K. Governors agreed to support headteacher wellbeing with one day, every other week, working from home (Governors)</p> <p>L. Teachers to vacate the premises by 5pm latest (NJ/FLA)</p>			
12.Support staff and visiting specialist staff; supply staff and staff taking leave	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>C. Teaching Assistants asked to lead groups or cover lessons will be HLTAs in the first instance or cover supervisors on the right grade (NJ/FLA)</p> <p>D. Peripatetic staff (Newham Music, Sporting4Schools) informed and supported with regards to safety measures in the school (NJ/FLA)</p>			
13. Student Attendance	Risk of low attendance resulting in diminished life outcomes for pupils		<p>A. High expectations set for mandatory attendance for remote learning actively communicated to parents (NJ)</p> <p>B. Parents of children who do not engage in remote learning will be contacted and offered support. If they are unable to engage they will be classed as a vulnerable child and should attend school for face to face teaching (NJ/FLA)</p> <p>C. 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)</p> <p>D. School Home Support Practitioner to ring parents if child does not attend school remotely to address any concerns/issues (NJ/LT)</p> <p>E. Attendance and behaviour expectations included in induction sessions with pupils and parents, texts, newsletters and website (NJ/FLA)</p> <p>F. Attendance Lead to consult with Inclusion Manager and School Home Support Practitioner to recognise differing circumstances of families and pupils and ensure parents are given support, further</p>			

			<p>information and reassurance alongside the importance of attendance/completing remote learning (JF/FLA/MN/LT)</p> <p>G. Inclusion Lead to consult with Family Support Worker and School Home Support Practitioner with regards to offering support to families of Black pupils, SEND children and others who may have increased concerns about attendance/completing remote learning (FLA/MN/LT)</p>			
14. Student Behaviour	Risk that pupils engage in behaviour that increases the transmission of infection		<p>A. Conduct e-safety lessons with children completing remote learning online and repeatedly remind children of expectations referring to Anti-bullying policy (FLA/teachers)</p> <p>B. 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>C. 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>D. Separate Risk Assessment in place for children known to spit (FLA)</p> <p>E. 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>			
15. Educational Visits	Risk of transmission of infection whilst on an educational visit		<p>A. Educational visits will resume with covid control measures included in risk assessments (FLA)</p>			

16. Educational Provision:	Risk that gaps in learning will result in a narrowing of curriculum provision and in diminished long-term outcomes for children		<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. Senior Leadership Team to consult with Phase Leaders to ensure high quality curriculum and quality first teaching offered to all pupils (SLT/HJ/TF/PM/ES)</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>			
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	Risk of trauma and mental health issues resulting in long term health impacts		<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>			
	Risk of transmission during the conduct of curriculum and practical activities in school		<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"> a. named pencil cases – one per child (AC/KP) b. maths packs per class (PM) c. 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>Music, French, Art and Sports lessons</p> <p>E. Singing is permitted (NJ)</p> <p>F. Instruments/equipment will be wiped with disinfectant before and after use (Music teacher/NJ)</p> <p>G. Flexibility to have lessons in indoors or outdoor spaces as appropriate (AZ/AS)</p> <p>H. Outdoor sports should be prioritised where possible and large indoor spaces (the hall) used where it is not (Sporting4Schools, teachers)</p> <p>I. Sports equipment is cleaned between each use (AS)</p>			
17.Fire Safety	Risk of unsafe fire management practice due to lack of clear procedures		<p>A. Review Fire Safety, Emergency Evacuation procedures and PEEPs (NJ/JF/WA)</p> <p>B. Ensure all staff and children are clear about procedures and any changes to roles and responsibilities (FLA/JF)</p> <p>C. Conduct regular fire drills during the autumn term to ensure procedures understood and followed correctly (NJ/WA)</p> <p>D. Review how often fire drill needs to be conducted subject to attendance data (NJ)</p>			

18. Pupils with Special Needs	Risk the needs of pupils with complex SEND cannot be safely met in school		<p>A. Liaise with parents of SEND children to discuss school attendance, children's individual needs, how these can be met safely on weekly basis and share individual timetables (HQ/FLA)</p> <p>B. Refer to DfE Guidelines for meeting needs of children with SEND (NJ/FLA/HQ)</p> <p>C. Inclusion Team to ensure family are supported with physical packs of appropriate school work and pastoral support for time spent out of school (FLA/HQ)</p>			
19. Safeguarding	Risk that safeguarding practices are not followed		<p>A. Safeguarding Policy and Addendum shared with staff (FLA/NJ)</p> <p>B. Provide safeguarding training to staff and ensure familiar with KCSIE and Appendix A (NJ)</p> <p>C. Train new staff on CPOMS and update staff on updates to CPOMS (NJ/FLA)</p> <p>D. Give visitor leaflet which includes covid-19 guidance to visitors/contractors when they first enter the school site (FLA/MC/SA)</p>			
20. Extra-curricular provision	<p>Risk of:</p> <ul style="list-style-type: none"> vulnerable children not having a healthy breakfast children not ready to focus on their lessons no support for working parents resulting in diminished health and outcomes 		<p>A. Breakfast club will resume on 2nd September (NJ/FLA)</p> <p>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)</p> <p>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 (NJ/FLA/WA)</p> <p>D. After school clubs will run 3:30-4:30pm (£5:00 charge) and Wraparound Care 3:30-5:30pm (£10 charge) (NJ/FLA)</p>			

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:*

Stringent controls are in place and have been adhered to effectively. Some controls have been strengthened further to ensure staff and children are as safe as possible in school. Current levels of rates of infection and transmission in the community have increased the risk within school but effective measures are in place to reduce the risk as far as is possible. We are compliant with government guidance.

Signature: *Nicola James* (Headteacher)

Date: 31st August 2021