

## School open for all pupils - 8th March 2021

Date: **26.02.21** (V1.1)

Ref	Potential Risk	School to calculate			Detail of Risk	ODST suggested steps to mitigate risk	What you could do / What you are doing	School to recalculate			School to add details		
		X Severity of impact	Y Likelihood of occurrence	Impact score				Residual Risk X (Impact)	Residual Risk Y (Likelihood)	Impact score	Risk owner	PROGRESS UPDATE - [DATE]	Direction of travel: Has the level of risk increased or decreased since v.1?
		1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)				1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)			
<b>A - Social Distancing- Start and end of school day</b> (Risk Owner: School)													
A.01	Lack of effective infection protection and control when children arrive or depart the school setting- <b>PRIOR to opening</b>	5	5	25	Significant risk of virus transmission with increased numbers of pupils and parents arriving and leaving the site at the beginning and end of the school day.	<p><b>Dedicated school transport does not require social distancing to be applied but DOES require groups of children to sit together to reflect their bubbles. Sanitation will need to be available on both access to and egress from the transport.</b> School to fully consider the best way to maintain social distancing for parents and children when arriving/departing the school site- this could include any physical features around the school perimeter which can be utilised to support social distancing, the viability of staggered drop off/pick up times, additional controls at the front of the school such as signage and/or distance and directional markings.</p> <ul style="list-style-type: none"> <li>•Parking matters which may compromise social distancing. Once a scheme is established, the school should fully communicate with parents how the scheme needs to operate and clear messages that anyone showing symptoms should not attend the school at all.</li> <li>•Encourage parents to communicate with the school electronically or by phone if there are day to day issues.</li> <li>•School to organise hygiene arrangements for all persons coming to the premises to use before entering.</li> </ul>	<p>1. Staggered start and end times for each group of pupils with the ability to drop off or pick up siblings.</p> <p>One way system created so that parents/carers enter at the top gate then come through both playgrounds to drop off their children. All adults will remain outside.</p> <p>Adult supervision to welcome parents and ensure all adults are adhering to guidance.</p> <p>One parent or carer to drop off each day (parents or carers asked to keep this as the same adult wherever possible) All adults to wear face masks during drop off and pick up time (school staff and parents and carers)</p> <p>All children to wash hands on entry to classroom</p> <p>2. Parents to communicate with the school electronically or by phone if there are day to day issues- staff and parents do not meet.</p> <p>3. Adults, other than school staff, do not come into the school building. Parents and carers</p>	5	1	5			
A.02	Lack of effective infection protection and control when children arrive or depart the school setting- <b>WHEN open</b> and following A.01 actions	5	1	5	Risk of virus transmission with increased numbers of pupils and parents arriving and leaving the site at the beginning and end of the school day	<ul style="list-style-type: none"> <li>•School to monitor the effectiveness of their arrangements and perfect or change if necessary.</li> <li>•Communicate with parents who may be compromising the arrangements and seek their support in upholding the school's actions.</li> <li>•Maintain social distancing when greeting and releasing pupils or engaging with parents.</li> <li>•Close management and maintenance of hygiene arrangements for persons visiting the site.</li> </ul>	Headteacher to monitor arrival and departure. Due to change, initial daily feedback to be provided by teachers to headteacher. Any changes shared with parents and carers through parentmail and will be monitored with additional adults on the playground to encourage compliance.	5	1	5			

Ref	Potential Risk	X Severity of impact	Y Likelihood of occurrence	Impact score	Detail of Risk	ODST suggested steps to mitigate risk	Additional School-specific steps to mitigate risk	Residual Risk X (Impact)	Residual Risk Y (Likelihood)	Impact score	Risk owner	PROGRESS UPDATE - [DATE]	Direction of travel: Has the level of risk increased or decreased since v.1?
		1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)				1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)			
<b>B - Social Distancing - Classroom/Educational spaces (Risk Owner: School)</b>													
B.01	Lack of effective infection protection and control within the classroom and educational spaces will significantly increase the potential for virus transmission - <b>PRIOR to opening</b>	5	5	25	Significant risk of virus transmission with increased numbers of pupils occupying the site in a manner that does not support social distancing guidance	<ul style="list-style-type: none"> <li>School to review all the internal and external spaces for their viability to support Pupil bubbles of 30 or full classes. The bubbles should not come into contact with each other, although staff may move between bubbles so long as social distancing can be maintained. This will need to include a number of areas; the number of staff and pupils each space can accommodate, the need for desks to be forward facing, the limitations on numbers imposed by access and leaving these spaces, with particular attention to pinch points and any other features which may require management to achieve proper social distancing and the potential for measures such as one way systems around the school to assist. In considering the maximisation of space on the site- the viability of room separators and outdoor spaces, for example. Additionally, consideration could be given to temporary structures on the school grounds such as marquees, yurts/tenting, temporary buildings and even portacabin style structures.</li> <li>Schools will need to determine if any of their available areas cannot be used if applying social distancing.</li> <li>Additionally, the contents of the rooms must be reviewed and consideration given to the enhanced cleaning requirements for all the 'bubble' shared educational items.</li> <li>Classrooms need to be rearranged so that all desks are forward facing</li> <li>School to consider the value of changing the structure of the school day to mitigate against the limitations posed by social distancing.</li> <li>Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance (unless they are extremely clinically vulnerable and shielding, or</li> </ul>	<p>1. Rooms. All classrooms to have forward facing desks, with teacher and TA distancing from pupils and each other when possible. All surfaces to be clear, excess storage / furniture removed. Pupils are taught how to move around the classroom safely, move to the toilet or move in an emergency Evacuation and lockdown protocols adapted to the new routines Outside space used as much as possible Admin staff and HT spread between existing offices Spare classroom utilised as staff room where staff can be socially distanced in a well-ventilated room Reduce movement of adults between classes where possible.</p> <p>No use of library Masks to prepare food. Lunches delivered by RR and additional adult to classrooms wearing masks and gloves. Deliveries to front door and managed by RR.</p> <p>2. Movement around school Child movement around school supervised. Playtime planned utilising three distinct areas (playground 1, playground 2, paddock). Each class to have one play area for a week, then move through on rotation. Children to have 30 mins eating in the class, followed by 30 minutes active play (Warwick class in the hall). Breaktime and lunchtime rota in place. Supervision of other bubbles can take place outside. Further active learning throughout the day encouraged</p>	5	2	10			
B.02	Lack of effective infection protection and control within the classroom and educational spaces will significantly increase the potential for virus transmission- <b>WHEN open and following B.01 actions</b>	5	2	10	Risk of virus transmission with number of pupils occupying the site in a manner that does not support social distancing guidance.	<ul style="list-style-type: none"> <li>School to carefully monitor and manage all occupied spaces, adhering closely to the scheme devised by the school as a result of conclusions taken in B.01.</li> <li>Number of pupils will also be affected by staff pupil ratios, the school's ability to carry out cleaning to standard and the school's ability to provide personal hygiene arrangements at an acceptable level (see separate sections below).</li> </ul>	Headteacher available to support and monitor the cleaning of spaces when occupied. Timetable reviewed weekly to identify any areas where cleaning is limiting use.	5	2	10			

Ref	Potential Risk	X Severity of impact	Y Likelihood of occurrence	Impact score	Detail of Risk	ODST suggested steps to mitigate risk	Additional School-specific steps to mitigate risk	Residual Risk X (Impact)	Residual Risk Y (Likelihood)	Impact score	Risk owner	PROGRESS UPDATE - [DATE]	Direction of travel: Has the level of risk increased or decreased since v.1?
		1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)				1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)			
<b>C - Virus control- Cleaning (premises) (Risk Owner: School)</b>													
C.01	School is unable to maintain correct enhanced cleaning standards - <b>PRIOR to opening</b>	5	5	25	Increased demands on school cleaning standards and frequency, with the introduction of larger pupil numbers, and increased spaces in use in the school setting may not be sustainable to the correct level with current resources.	<ul style="list-style-type: none"> <li>School to consult with cleaners to confirm capability to meet new cleaning expectations. School to review and confirm sufficient cleaning products and stocks are available to support increased usage. <b>Consideration will need to be given to the significant increase in demand for regular cleaning throughout the school day as a result of the increased numbers of pupils- potentially cleaners may have to be on site permanently to address the increased cleaning demand and the associated financial impact.</b></li> <li>Confirm cleaning company contract supports added responsibility and seek alternative if not.</li> <li><b>Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.</b></li> <li>School to determine whether any shortfall of cleaning provision will need to affect the areas of the school in use and the number of pupils the school can accommodate as identified by B.01 above.</li> </ul>	<p>Continue with current cleaning model and standards.</p> <p>Cleaning by staff members within their own room</p> <p>Cleaning of tables at lunch</p> <p>Cleaning boxes for each classroom space, to enable on the spot cleaning and ongoing cleaning throughout the day as necessary.</p> <p>Cleaner to report when new supplies needed with at least 7 days notice</p> <p>Extra materials available for cleaning in case of suspected case.</p> <p>Admin staff can deliver to classroom.</p> <p>Close groups / school if cleaning cannot be maintained</p> <p>Remove group from room if suspected case and so that cleaning can take place before group re-enter.</p>	5	2	10			
C.02	School is unable to maintain correct enhanced cleaning standards - <b>WHEN open and following C.01 actions</b>	5	2	10	Increased demands on school cleaning standards and frequency, with the introduction of larger pupil numbers, and increased spaces in use in the school setting may not be sustainable to the correct level with current resources.	<ul style="list-style-type: none"> <li>Regularly review and monitor cleaning standards, cleaning products, volume of cleaning products available, the schedule of cleaning and their impacts on the school day.</li> <li>Any new or unfamiliar products being need to be risk assessed under COSHH regulations.</li> <li>School to ensure measures are in place to properly manage cleaning products in the vicinity of children with special consideration around allergies and potential misuse.</li> </ul>	<p>Monitor standards of cleaning. Discussions with all staff in week commencing 1st March, and weekly discussions with staff about their reflections on the cleaning regime.</p>	5	2	10			

Ref	Potential Risk	X Severity of impact	Y Likelihood of occurrence	Impact score	Detail of Risk	ODST suggested steps to mitigate risk	Additional School-specific steps to mitigate risk	Residual Risk X (Impact)	Residual Risk Y (Likelihood)	Impact score	Risk owner	PROGRESS UPDATE - [DATE]	Direction of travel: Has the level of risk increased or decreased since v.1?
		1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)				1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)			
<b>D - Virus control - Personal Hygiene (Risk Owner: School)</b>													
D.01	Schools are unable to support effective personal hygiene requirements due to limitations of resources or materials - <b>PRIOR to opening</b>	5	5	25	Schools may not be able to support personal hygiene standards due to the availability of sufficient quantities of soap and/ or sanitisers, the impact of social distancing on the access to, and time spent in, the washing facilities for the frequency of cleaning required.	<ul style="list-style-type: none"> <li>•Schools must determine whether existing facilities are suitable to support personal hygiene requirements of both staff and pupils. Schools to promote and encourage the 'catch it, bin it, kill it' approach to respiratory hygiene.</li> <li>•Consideration given to additional temporary washing facilities and/ or hand sanitisers will be necessary. Cost effectiveness would lean towards increased hand sanitisers.</li> <li>•Schools must utilise findings and further reduce pupil attendance if personal hygiene standards cannot be consistently met. Particular attention to the number of toilets available, with associated cleaning demands, will need to be considered.</li> <li>•Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.</li> </ul>	<p>Toilets allocated to each class in order to avoid mixing of groups. Staff to use staff toilet.</p> <p>Staff toilet sprayed after each use and taps sprayed and wiped, plus handles and lights Clean hands on entry to school, stagger through morning, before break, after break, before lunch, after lunch, mid afternoon, before leaving, and after toilet. Teachers to consider system for use of toilets in order to avoid the need for queued hand washing. Prop open doors where possible to avoid touching.</p> <p>PPE Each class to have PPE pack (visor, face masks, aprons and gloves) PPE used for any close contact during intimate care - identified pupils only. Masks available for teacher if close working / support is necessary Masks / visor / apron / gloves for teacher if first aid or contact needed Any toileting difficulties - child to clean as much as possible, then call home to collect for shower Extra materials for cleaning in case of</p>	5	2	10			
D.02	Schools are unable to support effective personal hygiene requirements due to limitations of resources or materials - <b>WHEN open</b>	5	2	10	School's ability to consistently apply arrangements identified under D.01	<ul style="list-style-type: none"> <li>•Schools thoroughly understand the NHS Test and Trace arrangements and how to contact PHE. Schools regularly monitor and review the adequacy of personal hygiene arrangements in relation to pupil numbers and staffing levels each day.</li> <li>•School to consider the use of hand PPE for staff if cleaning product supply could become compromised.</li> <li>•Schools need to determine if personal hygiene arrangements further impact upon the number of pupils they can accommodate as identified by B.01, C.01 and D.01.</li> </ul>	Create checklist to be signed off each week	5	1	5			

Ref	Potential Risk	X Severity of impact	Y Likelihood of occurrence	Impact score	Detail of Risk	ODST suggested steps to mitigate risk	Additional School-specific steps to mitigate risk	Residual Risk X (Impact)	Residual Risk Y (Likelihood)	Impact score	Risk owner	PROGRESS UPDATE - [DATE]	Direction of travel: Has the level of risk increased or decreased since v.1?
		1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)				1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)			
<b>E - Virus control- Staffing</b>					<b>(Risk Owner: School)</b>								
E.01	Schools are unable to fully sustain phased opening due to staffing matters- <b>PRIOR to opening</b>	5	5	25	Availability of staff is compromised by self-isolation requirements, domestic responsibilities, access to school premises and mental health impacts	<ul style="list-style-type: none"> <li>School to consult with all staff about their availability. Where necessary a rota system should be considered or maintained if in place. Governed by pupil numbers (established under B.01 and qualified by C.01 and D.01), staffing ratios to pupil numbers need to be identified and arrangements organised to support this. <b>It is possible that staffing numbers will significantly increase, and an early identification of shortfalls needs to be carried out and ODST informed.</b> Where staff to pupil ratio is compromised at this stage, the school must adjust the number of pupils it can accommodate from the figures identified from B.01 through to D.01.</li> <li>Clear understanding of underlying health issues, which may affect availability, will need to be established.</li> </ul>	<p>Advice for those who are clinically-vulnerable, including pregnant women, is available.</p> <p>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield has been extended to the 31st March 2021.</p> <p>All staff members will be consulted on plans for reopening.</p> <p>Where necessary school will make adaptations to facilities and accommodation to protect vulnerable staff. Staff and pupil ratios remain adequate as a result of this.</p> <p>School to close to individual bubbles as necessary if stand-in staff member cannot be arranged. Parents made aware that arrangements could change and closure happen at any point.</p>	5	3	15			
E.02	Schools are unable to fully sustain phased opening due to staffing matters- <b>WHEN open</b>	5	3	15	Day to day variance in staff availability due to numerous factors including: suspected contact with virus carriers, transportation issues, domestic impositions, and concerns about personal safety	<ul style="list-style-type: none"> <li>School to monitor staff ratios daily, making adjustments where necessary.</li> <li>Maintain good communication lines with staff and ensure issues around attendance can be anticipated - as far as possible.</li> <li>Welfare arrangements need to be communicated frequently.</li> </ul>	<p>Continuous contact with staff - open communication</p> <p>Weekly check-in during staff meeting officially, but also made usual virtual open-door policy clear at all times.</p> <p>Make adjustments where possible, avoiding mixing where possible.</p>	5	1	5			
<b>22:23 F - Virus control- Catering matters</b>					<b>(Risk Owner: School)</b>								
F.01	Schools are unable to provide suitable meals for attending pupils - <b>PRIOR to opening</b>	3	5	15	Dietary and allergy requirements are not capable of being met. Social distancing requirements impact negatively on food provision and consumption. <b>Government guidance requires catering provision to be fully functioning from September.</b>	<ul style="list-style-type: none"> <li>School to consider the provision of meals for pupils and the implications of providing hot food where the kitchen will need to be deep cleaned before meals can be provided.</li> <li>Work with your catering supplier to ensure meals are available for all children in school <b>and that food delivery/distribution arrangements are clearly understood.</b></li> <li>Consult with parents about the proposed catering arrangements.</li> <li><b>Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the implementing protective measures in education and childcare settings guidance), and under what terms.</b></li> </ul>	<p><del>NO use of library</del></p> <p><del>Kitchen in use by PP initially for</del></p> <p>Aim to offer hot meals from reopening (may be a short period of packed lunches). Allergies - manage these carefully depending on child's medical information - liaison with parents for update.</p> <p>Survey to seek demand for breakfast and afterschool club - to include information about days and times. If there is a demand consider arrangements to enable this - maximum number of pupils and smaller bubbles (age related) should staffing allow.</p>	3	2	6			
F.02	Schools are unable to provide suitable meals for attending pupils - <b>WHEN open</b>	3	2	6	School is unable to satisfy requirements identified by F.01	<ul style="list-style-type: none"> <li>School to consider food provision implications and the number of pupils at the site.</li> <li>School to liaise with parents and caterers to identify alternatives.</li> </ul>	<p>Monitor uptake of school dinners and adapt offering accordingly.</p>	5	1	5			

Ref	Potential Risk	X Severity of impact	Y Likelihood of occurrence	Impact score	Detail of Risk	ODST suggested steps to mitigate risk	Additional School-specific steps to mitigate risk	Residual Risk X (Impact)	Residual Risk Y (Likelihood)	Impact score	Risk owner	PROGRESS UPDATE - [DATE]	Direction of travel: Has the level of risk increased or decreased since v.1?
		1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)				1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)			
<b>G - Virus control- Premises matters</b>					<b>(Risk Owner: School)</b>								
G.01	Greater areas of the school are to be used without necessary servicing and maintenance in place- <b>PRIOR to opening</b>	4	3	12	Safe place of work systems are not maintained and staff and pupils are put at greater risk with particular attention to any temporary structures and any additional buildings being used away from the school site.	<ul style="list-style-type: none"> <li>Review all fire arrangements to ensure they are appropriate</li> <li>Maintain testing of fire systems and equipment</li> <li>Ensure fire doors are serviceable</li> <li>Drain down and refresh the entire water system-</li> <li>Weekly flush of infrequently used outlets</li> <li>Clean and descale shower heads</li> <li>Monitor water temperatures</li> <li>Gas appliance checks are resumed</li> <li>Gas appliances are within annual inspection- rear</li> <li>Reactivation of ventilation systems to ensure satisfactory function</li> <li>Ensure access and control systems are fully functioning normally</li> <li>Ensure internal and external lighting is functioning properly</li> <li>CCTV- where fitted- is functioning properly</li> <li>Drainage systems are functioning properly</li> <li>Any lifting or pressure equipment is tested satisfactorily and within annual inspection cycle- rearrange if not</li> <li>Particular attention to pest or insect infestation and, if present, suitably controlled</li> <li>Risk assessments are in place for any unconventional or new situations present at the site</li> <li>Staff training in all relevant areas is confirmed to be valid and addressed if not</li> </ul>	<p>Safety checks are routinely carried out by the caretaker, SBM and admin in liaison with caretaker. Smartlog training and supervision completed remotely.</p> <p>The school has only been shut for all but a limited number of children for a shorter period than in 'lockdown' 1 and staff and children have been on site throughout.</p>	4	1	4			
G.02	Greater areas of the school are to be used without necessary servicing and maintenance in place- <b>WHEN open</b>	4	1	4	Potential for unsafe school conditions to prevail.	<ul style="list-style-type: none"> <li>Adherence to measures in G.01.</li> <li>Regular monitoring of the school environment and servicing/maintenance issues are routinely carried out.</li> <li>Refresh/review risk assessments to ensure full compliance with legal standards.</li> </ul>	<p>Weekly briefings with staff to outline daily safety needs. Staff to complete own safety checks.</p>	4	1	1			
<b>H - Curriculum matters</b>					<b>(Risk Owner: School)</b>								

Ref	Potential Risk	X Severity of impact	Y Likelihood of occurrence	Impact score	Detail of Risk	ODST suggested steps to mitigate risk	Additional School-specific steps to mitigate risk	Residual Risk X (Impact)	Residual Risk Y (Likelihood)	Impact score	Risk owner	PROGRESS UPDATE - [DATE]	Direction of travel: Has the level of risk increased or decreased since v.1?
		1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)				1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)			
H.01	Schools are unable to provide suitable teaching provision for attending pupils and non-attending pupils	4	4	16	Children are not learning within the school or as part of home learning. Lack of assessment opportunities means teachers are not aware of gaps in children's knowledge and starting points for learning. Risk that online learning is either unavailable or ineffective for pupils and parents to access. Opportunities for consolidation of learning have been missed. Current curriculum planning does not take into account children's gaps and need to re-visiting of knowledge and skills. Progression and continuity has been lost within classrooms and within, across and beyond year groups.	<ul style="list-style-type: none"> <li>Decide what to reteach and what to let go. For all aspects of the curriculum that were missed decide whether to;</li> <li>Edit the content down so it can be recapped in a few weeks, or</li> <li>DO NOT recap the content (or only touch on it lightly)</li> <li>Use a variety of assessment methods to find out where pupils have gaps in knowledge, e.g. key concepts</li> <li>Consider how teachers will feedback these findings to subject leaders etc</li> <li>Consider teachers planning and using consolidation lessons -Check communication to pupils and parents which set out learning clearly and establish work completion expectations and timeline.</li> <li>Check access and effectiveness of home learning in place. ready for any child who need to remain at home or in the event of further lockdown situation.</li> <li>Decide and plan on minimum amount and quality of activities and home learning establish expectations for teachers to plan, deliver and feedback around learning.</li> <li>Check and consider training opportunities and CPD need for teachers and support staff.</li> </ul>	<p>Guidance provided by the DfE used to identify key gaps in core learning. Flexible use of timetable ensuring that there is still a broad and balanced curriculum. Google Classroom used to support homelearning.</p> <p>If a group isolates, teacher to maintain learning through Google Classroom. School to maintain use of virtual lessons, followed by learning activities for independent learning, with expectation that work is submitted each day.</p>	4	3	12			

All routine checks before start of academic year carried out and records maintained as usual.

I - School Closure and re-opening					(Risk Owner: School)		Daily H&S checklists in place.						
I.01	Enforced closure and partial closure of schools affecting suitable teaching provision for attending pupils and non-attending pupils, with associated reputational issues within the school community.	4	4	16	Full or partial closure of the school will have profound impacts on staff, pupils and the wider school community. The integrity of the school can be affected by such actions and Covid related closures will cause anxiety amongst staff and the school community. The impact on pupil learning has to be anticipated and prepared for. Communication between the school and staff and the community will have to be managed. The reopening of the school will have to be managed clearly and safely.	Clear protocol for closure. Clear arrangements for communication- Government lead and locally supported through clear communication trees. Clear arrangements for sanitisation. Clear arrangements for reopening.	Clear communication with staff and parents. School to follow additional guidance from ODST as well as PHE flowchart	5	1	5			

Ref	Potential Risk	X Severity of impact	Y Likelihood of occurrence	Impact score	Detail of Risk	ODST suggested steps to mitigate risk	Additional School-specific steps to mitigate risk	Residual Risk X (Impact)	Residual Risk Y (Likelihood)	Impact score	Risk owner	PROGRESS UPDATE - [DATE]	Direction of travel: Has the level of risk increased or decreased since v.1?
		1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)				1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)			
I.02	School re-opening after Covid 19 outbreak and closure. Risk of a second outbreak and the considerable anxiety that will be felt amongst staff, pupils and parents that the premises are not Covid secure	5	1	5	Where Covid 19 has been present in the school environment, understandable concerns will sit with all persons who have direct dealings with the school- pupils, teachers and parents- that the premises are clear of any residual Covid 19 traces, that people who had been infected are sufficiently clear of the virus and control systems are sufficiently robust to prevent a recurrence of the disease once the school reopens	The EAC, school leadership team and ODST will consider all available advice on reopening from both the DfE and PHE. Anyone who had contracted the virus previously may only be allowed to return to the school after, either, firm medical advice that they are fit to return or that person has a subsequent and contemporary Covid test result that shows that they are now testing negative. Anyone who is unwell, whether Covid symptoms or not, should not return to school. The school should advertise the reopening date well in advance so that they can provide all necessary reassurances that the premises is fit for use. Prior to reopening, the school needs to be thoroughly sanitised. The control arrangements for managing the virus need to be thoroughly reviewed and broader assurance messages to all parties needs to be sent out. prior to reopening. A regular and robust communication strategy needs to be employed where actions taken, arrangements in place and clear medical support for the reopening are clearly expressed.	All governors involved in re-opening	5	1	5			



Ref	Potential Risk	X Severity of impact	Y Likelihood of occurrence	Impact score	Detail of Risk	ODST suggested steps to mitigate risk	Additional School-specific steps to mitigate risk	Residual Risk X (Impact)	Residual Risk Y (Likelihood)	Impact score	Risk owner	PROGRESS UPDATE - [DATE]	Direction of travel: Has the level of risk increased or decreased since v.1?
		1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)				1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)			
<b>J - Virus control- Equality, legal and reputational matters (Risk Owner: School)</b>													
J.01	Equality, legal and reputational issues are impacted by return to school arrangements - <b>PRIOR to opening</b>	5	5	25	Perception of discrimination around the kind of pupils being readmitted and the equality issues related to staggering attendance of pupils particularly if sections of the community are over or under represented. Parental attitudes to school become soured and grievances voiced	<ul style="list-style-type: none"> <li>School to carefully consider the implications of their new arrangements and how they will impact upon the various sections of their community.</li> <li>Strong communication with parent group and wider sections of the community, if necessary, clearly outlining the school's strategy towards pupils attending and those remaining at home.</li> <li>Identify any actions or strategies which will minimise the risk of discrimination.</li> </ul>	Parents fully informed of rationale behind decision making Communication is frequent and open, in line with guidance and ODST Equality matters considered carefully in allocating spaces Attendance monitored and families supported where necessary Shielding pupils and wider families: DfE guidance: "Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission"	5	3	15			
J.02	Equality, legal and reputational issues are impacted by return to school arrangements - <b>WHEN open</b>	5	3	15	Perception of discrimination around the kind of pupils being readmitted and the equality issues related to staggering attendance of pupils particularly if sections of the community are over or under represented. Parental attitudes to school become soured and grievances voiced	<ul style="list-style-type: none"> <li>Regular communication with parents about school actions.</li> <li>Close monitoring of parental expectations.</li> <li>Careful consideration of how a phased rota will impact the educational progress of the year groups not in school.</li> </ul>	Carefully manage admission of children with EHCPs with clear risk assessment. Manage protection of critically vulnerable members of staff Maintain the current good communication between home and school, with good-quality SENCO support Ensure SENCO has appropriate non-contact time to do so.	5	1	5			

Key to Changes  
in Risk Level

Ref	Potential Risk	X Severity of impact	Y Likelihood of occurrence	Impact score	Detail of Risk	ODST suggested steps to mitigate risk	Additional School-specific steps to mitigate risk	Residual Risk X (Impact)	Residual Risk Y (Likelihood)	Impact score	Risk owner	PROGRESS UPDATE - [DATE]	Direction of travel: Has the level of risk increased or decreased since v.1?
		1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)				1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)			

**Risk Ranking**

1 to 6	<b>Manageable Risk:</b> Overall rating is 6 or less. Content to carry these risks. Monitor and track any change.
7 to 14	<b>Material Risk:</b> Overall rating is 7-14. Concerned about these risks. Need to be managed as a priority.
15 to 25	<b>Significant Risk:</b> Overall rating is 15 or above. Most concerned about these risks which are significant and should be referred to LGB for regular review.

Up
Same
Down

Document Created:	Feb-21	V1.1
Updated:	date	V1.2