



Summerlea Community Primary School Risk Assessment Reviewed and Updated August 2020 for the full re-opening of school following lockdown due to Covid-19

Introduction and Information

This document is based on the West Sussex Schools Risk Assessment Tool (version 2 14th July 2020) and accompanies the West Sussex Framework for Re-opening Schools from September 2020. It provides some key steps that must be factored into the planning of the re-opening of schools. It is expected that all steps will be completed prior to schools re-opening and will be amended as appropriate in the context of any changes to government and / or Public Health England guidance.

This Risk Assessment includes sections on the following and these are interlinked in many cases:

- Health, Safety and Hygiene
- Safeguarding
- Wellbeing
- Curriculum
- Policies
- Finance
- Governance

In completing this Risk Assessment we have thought about the Covid-19 hazards and controls within the context of our own school premises, how they are used by and the needs of our own staff and pupils.

Risk Assessments for individual staff members and pupils sit separately to this document due to their confidential nature.

The hierarchy of controls, that when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced.

These include:-

- Minimising contact with individuals who are unwell by ensuring those who have coronavirus symptoms, or have someone in their household who does, does not attend school.
- Use of face coverings in schools, where recommended.
- Cleaning hands thoroughly, more often than usual. (Wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring all parts of the hands are covered.)
- Ensuring good respiratory hygiene by promoting the 'catch it, kill it, bin it' approach.

- Introducing enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.
- Minimising contact between individuals and maintaining social distancing wherever possible.
- Where necessary, wearing appropriate personal protective equipment (PPE).

Building health and safety assessment (links with health and safety assessment)				
Persons at risk	All people on school site – governors, staff, children, parents, visitors			
Hazard – what can cause harm?	Is this risk applicable? Yes / Not applicable	Required control measures	Control measures in place? Yes / No	Comments / Additional control measures Red = incomplete Amber = partly complete / ongoing Green = complete
Asbestos – Asbestos elements in unsafe condition – People exposed to fibres (pre-2000 buildings)	Yes	Check asbestos elements in relevant buildings to ensure that they have not deteriorated or been damaged during the vacancy.	Yes	
Fire – Fire detection / alarm systems not working – People not warned of fire	Yes	Fire detection / alarm systems to be checked for correct operation (may involve informing or consulting with external providers / alarm receiving centres). Checks should include detector / alarm heads, manual alarm activation points and alarm sounders / beacons.	Yes	
Fire – Not enough portable fire extinguishers or not in place – People unable to fight minor fire	N/A	Check all portable fire fighting appliances are in place as designed.		
Fire – Fixed fire lighting installations faulty or decommissioned – Fire not suppressed automatically	Yes	Check any installed, fixed fire fighting systems are available, as designed.	Yes	
Fire – Fire doors faulty – Fire not contained	Yes	All fire doors must be checked as operating correctly, as designed, including hold-back devices.	Yes	Updated fire evacuation plan to reflect fire doors not being pinned open
Fire – Fire safety signage missing – People not given fire safety information	Yes	Check all necessary fire safety signage is in place, as designed.	Yes	
Fire – emergency escape appliances missing – Affected people unable to exit upper stories	N/A	Check all emergency escape appliances (e.g. evacuation chairs) are in place as designed.		
Fire – emergency escape routes are blocked –	Yes	Check all emergency escape routes are clear and lead to a safe place away from buildings.	Yes	

People unable to exit building safely				
Fire – Muster points no longer available – People unable to muster after emergency exit	Yes	Check all school emergency muster points are still accessible / available.	Yes	Updated fire evacuation plan to reflect mustering in bubbles in two locations
Fire – flammable materials kept in an unsafe condition – Increased risk of fire	Yes	Check all flammable and combustible materials, e.g. flammable gases / liquids etc, are stored in a safe condition (i.e. secure stowage, in sealed containers, correctly labelled.	Yes	
Fire – external waste bins incorrectly stored – Available to arsonists	Yes	Check external waste bins are stored in secure storages, away from buildings.	Yes	
Electricity – No supply to premises – Fire alarms, lighting etc. inoperative	Yes	Check electricity supply is connected to the school. Check fixed wiring checks have been completed according to maintenance schedules.	Yes	
Electricity – Lighting not working – People unable to see to work or circulate safely	Yes	Check all lighting, both within buildings and externally, is working as designed. Includes all internal and exterior emergency lighting	Yes	
Electricity – Ventilation not working – Air quality is poor within buildings	N/A	Check all powered ventilation systems and installations are working as designed. Includes extractor fans set into windows and ceilings (e.g. in WCs).		
Electricity – Electrical equipment unsafe – Electrical shocks / burns and fire	Yes	Staff to conduct user-checks on all items of electrical equipment used in buildings. Re-establish Portable Appliance Testing and inspection routines. Some equipment (e.g. printers) may require servicing.	Yes	
Electricity - Alarm systems - Intruder / panic / accessible toilet alarms not working	Yes	Alarm systems to be checked for correct operation (may involve informing or consulting with external providers / alarm receiving centres). Checks should include detector / sensors, manual alarm activation points and alarm sounders / beacons.	Yes	
Gas safety – Gas supply disconnected – Unable to heat the building etc.	N/A	Check gas supply is safely connected, especially that which is needed for heating the school or cooking (where applicable).		
Gas safety – Gas appliance annual check has lapsed during vacancy – Gas appliance is unsafe	N/A	Check all gas appliances are in-date for annual statutory service / examination / inspection.		
Water supply and drains – Water supply not connected – Toilets unable to be flushed,	N/A	Check hot and cold water systems (and drainage systems if applicable) are connected and available, especially if the school has a sprinkler system.		

sinks and showers not available for washing, sprinkler systems unavailable				
Water supply – Legionella bacteria – People at risk of infection	Yes	Check all water systems (testing / maintenance) according to school's legionella risk assessment, especially aerosol-generating systems (e.g. showers) where aerosol-free flushing will be required prior to use. Consider pasteurising and flushing hot water systems.	Yes	
Lifting equipment – Equipment statutory examination and servicing has expired – Equipment is unsafe to use	N/A	Check all lifting equipment (e.g. hoists, changing tables etc.) are in-date for service / examination / inspection if their statutory examination / maintenance date has expired during the vacancy.		
Lifting equipment – Equipment not functioning correctly	N/A	Check all lifting equipment to ensure that it is functioning as designed.		
Passenger, goods and wheelchair lifts - Lift statutory examination and servicing has expired – Lift is unsafe to use	N/A	Check all lifts are in-date for service / examination / inspection if their statutory examination / maintenance date has expired during the vacancy.		
Passenger, goods and wheelchair lifts - Lift not functioning correctly	N/A	Check all lifts to ensure that they are functioning as designed, including lift failure devices and procedures.		
Workplace - Classrooms, offices, corridors, stairs etc, unclean and defective	Yes	Check all classrooms, offices, corridors, stairs etc. are clean and free from defects. Thoroughly clean all touchable surfaces.	Yes	Tables with split surface/edges to be repaired/replaced or removed/unused
Workplace - Doors, windows and skylights etc are defective and affecting circulation and ventilation	N/A	Check all doors (inc. manual, powered, revolving, roller shutter etc.), windows and skylights etc. to ensure that they open and close as designed and are free from defects.	Yes	
Workplace - WCs and washing facilities are unclean – people unable to practise personal hygiene	Yes	Check all WCs and washing facilities are clean, free from defects and stocked with relevant essential items (e.g. toilet rolls, soap, towels etc.).	Yes	
Workplace - Classrooms, offices, corridors, stairs, toilets etc. unclean and unclean surfaces	Yes	Check all classrooms, offices, corridors, stairs, toilets etc. are clean. Thoroughly clean all touchable surfaces. If there have been cases of COVID 19 on the premises during lockdown, a deep clean should be undertaken in the affected area.	Yes	
First Aid - 1 st aid kits	Yes	Check all 1st aid kits are in place as designed and the	Yes	LP to monitor and replenish as required

missing or poorly stocked – People not having access to 1 st aid		kits are fully stocked.		
First Aid – 1 st aid signage missing – People not given 1 st aid information	Yes	Check all necessary 1 st aid signage is in place, as designed.	Yes	
'Sharps' - Broken glass, discarded needles etc. left in the premises grounds – pupils at risk of cuts etc.	Yes	Check the grounds for any 'sharps' that may have been left by vandals etc.	Yes	
Gates – Not operating correctly – People unable to circulate	Yes	Check all gates (manual and powered) to ensure that they open and close as they are designed to do. Includes pedestrian gates and vehicle gates.	Yes	
Rodent / pest infestations – Infestations have occurred during vacancy - Health hazard to pupils and staff	Yes	Inspect premises for any signs of infestation (e.g. rodents, insects). Local Authority Pest Control may be able to advise.	Yes	
Health and safety assessment (links with buildings health and safety assessment)				
Persons at risk	All people on school site – governors, staff, children, parents, visitors			
Hazard – what can cause harm?	Is this risk applicable? Yes / Not applicable	Required control measures	Control measures in place? Yes / No	Comments / Additional control measures Red = incomplete Amber = partly complete / ongoing Green = complete
Fire – Insufficient fire marshals – unable to ensure building has been cleared in an emergency	Yes	Ensure there are sufficient fire marshals to operate the school safely.	Yes	Updated fire evacuation plan Ongoing close monitoring of staffing levels
Fire – Staff and pupils not knowing what to do in an emergency	Yes	Conduct a fire drill soon after re-occupation.	Yes	Updated fire evacuation plan circulated to all staff Date and time TBA for September 2020
First Aid - Insufficient number of 1 st aiders -	Yes	Check the school has sufficient number of 1 st aid trained staff to operate safely.	Yes	Ongoing close monitoring of staffing levels and first aid trained staff

Unable to provide 1 st aid to staff				First aiders to be clearly highlighted on schedule and shared with all staff
School building health and safety assessment - Has the school completed an assessment of the premises fabric, layout, mechanical / electrical systems and other features?	Yes	Refer to building health & safety assessment	Yes	
Has a completed copy of the UK Government's poster been posted in the building so that staff, pupils and visitors can see it?		UK Govt. poster	Yes	One to be displayed in main entrance by receptionist's desk and copies on each of main doors into school foyer
Risk of transmission of the virus - prevention of infection - see relevant part of Government guidance, section 1 PHE guidance	Yes	Minimising contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	Yes	Ensure pupils, parents/carers and visitors, such as suppliers, do not to enter the school if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) Pupils, staff and other adults must not come into school if they have symptoms or have tested positive in at least the last 10 days Anyone developing symptoms during the school day must be sent home New and persistent cough or a high temperature or have a loss of, or change in, their normal sense of taste or smell – self isolate for 10 days and have a test Other members of household self-isolate for 14 days from when the symptomatic person first had symptoms
		Cleaning hands thoroughly and more often than usual.	Yes	Ensure pupils follow NHS guidance on hand cleaning. Pupils should be supervised for regular handwashing for 20 seconds with soap and water at the following times: 1. Arrival to school 2. Before & after breaktime 3. Before & after lunchtime 4. Before and after outdoor games or activities Reinforce routines of using a tissue or elbow to cough or sneeze and use of bins for tissue waste Remind pupils regularly not to touch their face with their hands. When they do so encourage them to wash hands immediately. Two adults per class where possible to allow for close supervision of hand washing

		Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.	Yes	Tissues and lidded bins in every classroom and office areas Use of e-Bug Coronavirus website as a supportive resource
		Introducing enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach	Yes	Close monitoring of hand washing supplies and regular ordering and replenishment Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments Thorough cleaning of rooms at the end of each day - premises team to work additional hours Staff to also take responsibility for ensuring equipment and resources are cleaned after use and surfaces left clear at the end of each day More frequent of cleaning of rooms and shared areas that are used by different groups Frequently touched surfaces being cleaned more often than normal Regular cleaning of toilets (year groups will be allocated own toilets although this is not a requirement if sites do not allow for it)
		Minimising contact between individuals and maintaining social distancing wherever possible: -	Yes (see below)	Designated toilets for year group bubbles Timetables for shared spaces with cleaning after/in between use First Aid schedule to minimise number of year groups trained staff come into contact with HLTAs and teachers covering PPA/Leadership time to be assigned to the smallest number of year group bubbles possible - teachers will have PPA separate to their year group team to allow for this Cover TA also assigned to the smallest number of year group bubbles possible INAs and Intervention TAS also assigned to the smallest number of year group bubbles possible
		How children are grouped	Yes	Children will be in Year Group Bubbles during the school day
		Measures within the classrooms	Yes	Seating pupils side by side and facing forwards, rather than face to face or side on - tables arranged this way in Year 2 to 6 Classrooms well ventilated with doors and windows open where possible Remove unnecessary items from classrooms where there is space to store it elsewhere Remove soft furnishings and toys/equipment hard to clean If children to be seated on carpet (e.g. in YR and Y1) to do so in rows facing the front and to leave as much space as possible between each child and the adults.
		Large gatherings (e.g. assemblies, collective worship)	Yes	There will be two whole school virtual assemblies each week

				Year group assemblies optional/as required to take place outside Assemblies will take place in year group classrooms. Children will remain seated at desks or if seated on carpet arrangements will be as above.
		Movements around the school	Yes	One way systems in place where possible Orchestrated timetabling of shared spaces Movement around the school site to be kept to a minimum - plan for staggering movement times around the school so groups do not come into contact
		Break times/lunch times	Yes	Staggered break times and lunchtimes with designated play zones
		Shared staff spaces	Yes	Use of large meeting room and courtyard as additional break out spaces including at lunchtimes Use of hall for staff briefings / meetings as necessary
Risk of transmission between parents and pupils during school drop-off and collection times	Yes	Measures for arriving at and leaving school	Yes	Staggered start and finish times: EYFS & Key Stage 1: 8.30-8.40am Lower Key Stage 2: 8.40-8.50am Upper key Stage 2: 8.50-9.00am Parents/carers and children to use designated entry and exit and one way system One parent only wherever possible Parents/carers to wait behind dotted lines on playground outside classrooms / on footsteps if needing to speak to a member of staff Gathering at the school gates is not allowed Coming onto the site without an appointment (e.g. the school office) is not allowed unless authorised by the headteacher Signage Additional staff on duty as 'marshals' with walkie talkies
		Measures for pupils with SEND	Yes	Transition booklets Social stories Individual Risk Assessments where applicable Regular contact with Inclusion Team – parents, carers and children
Risk of ongoing contamination from people (staff, parents/carers, contractors and/or deliveries) coming into school	Yes	Measures for supply / peripatetic teachers	Yes	Key policies and procedures to be shared with supply / peripatetic teachers Risk Assessments to be shared and arrangements agreed in advance with specialists, therapists, clinicians and other support staff Contractors to visit before / after school hours wherever possible Ensure contractors, school meal providers, milk providers and fruit providers can fulfil all risk assessment requirements Contractors aware of any changes to school day – eg
		Measures for specialists, therapists, clinicians and other support staff	Yes	
		Measures for visitors	Yes	
		Measures for contractors working in occupied parts of the school	Yes	

			<p>staggered lunchtimes</p> <p>Minimise any visitors to the school and clear messages shared about social distancing procedures for adults - site guidance on physical distancing and hygiene explained on or before arrival.</p> <p>Office staff to ask parents/carers and visitors to confirm they are well before allowing entry</p> <p>One person to be allowed entry to the office at a time</p> <p>Office staff to remain at own desks and in own work space</p> <p>Screen wipes and bin next to electronic sign in entry system</p> <p>Parents and carers bringing or collecting pupils during the day phone ahead and arrange to drop/collect safely and not enter the site if possible</p> <p>Strict hand washing procedures in place as soon as pupils/staff/visitors arrive in school</p> <p>Revise sign-in arrangements to ensure social distancing and hygiene, e.g. where someone physically signs-in with the same pen or uses a tablet in Reception areas.</p> <p>Mixing of volunteers across groups should be kept to a minimum.</p> <p>All visitors to complete Covid-19 reporting form.</p>
	Measures for dual registered pupils	Currently N/A	
	Requirements for individual equipment (e.g. pens and pencils)	Yes	Children to have individual packs of basic equipment rather than sharing
	Requirements for classroom based resources (e.g. books and games)	Yes	Classroom based resources can be used and shared within the bubble; these should be cleaned regularly i.e. after each use (Staff in bubbles to take responsibility) Reading books to go into quarantine for 48 hours.
	Requirements for shared equipment (e.g. sports, art and science equipment)	Yes	Resources shared between bubbles, such as sports, art or science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. (Equipment to be shared out and/or rotated)
	Requirements for outdoor play equipment	Yes	Outdoor play equipment to be more frequently cleaned (including resources used inside and outside by wrap around care providers) Equipment to be sorted and shared out between year group bubbles Use of Trim Trails to be phased in and used on a weekly rotation (one bubble at a time with weekends in between use).
	Restrictions on what pupils can bring into school (e.g. lunch boxes, hats, coats, books, stationary and mobile phones)	Yes	Children can bring the usual essential items to school as appropriate (e.g. lunch boxes, hats, coats, books, mobile phones (Year 5 and 6 only)). Avoid bulky and unnecessary items e.g. pencil cases, large back packs, umbrellas etc.

				<p>Children to come to school in PE kit on PE days Children in Year 5 and 6 may bring in a small, wipeable pencil case</p>
		Restrictions on what equipment, books or shared resources can be taken home	Yes	<p>Children to only take home essential items such as reading books and diaries, spelling books and hard copies of letters as appropriate Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of resources and rotation should apply.</p>
		Where necessary, wear appropriate personal protective equipment (PPE)	Yes	<p>The majority of staff will not require PPE</p> <p>PPE is only needed in a very small number of cases, including: where an individual is presenting with symptoms and 2 metres cannot be maintained Where a child already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</p> <p>In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances. <u>This will be the decision of individuals.</u></p> <p>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided.</p> <p>Process for removing face coverings when pupils and staff using them arrive at school as follows:</p> <ul style="list-style-type: none"> ✓ Not to touch the front of their face covering during use or when removing it ✓ Wash hands immediately on arrival ✓ Dispose temporary face coverings in a covered refuse bin or place reusable face coverings in a sealed plastic bag to take home ✓ Wash hands again
Response to infection - see relevant part of Government guidance , section 1 PHE Guidance		Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Booking a test. Keeping records of personnel in the building Self-isolating	Yes	Surrey & Sussex HPT (South East) at: Public Health England County Hall North (Parkside) Chart Way Horsham RH12 1XA

		Keeping home testing kits		<p>Email - PHE.sshpu@nhs.net Telephone - 0344 225 3861 (option 1 to 4 depending on area). Out of hours advice - 0844 967 0069</p> <p>Schools must ensure that staff and parents/carers understand that they will need to be ready and willing to: Book a test if they or their child are displaying symptoms</p> <p>By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms, where they think providing one will significantly increase the likelihood of them getting tested.</p>
		Ensuring parents and staff inform school of test results	Yes	<p>Make clear this expectation to all parents and staff Make follow up calls as necessary</p>
		Manage confirmed cases of COVID-19 amongst the school community	Yes	<p>Schools must take swift action when they become aware someone who has attended has tested positive Contact local Health Protection Team (HPT) This team also contact schools directly if they become aware that someone who has tested positive attended the school – as identified by NHS Test and Trace HPT carry out rapid risk assessment and will work with schools to guide them through actions to be taken</p>
		Contain any outbreak by following local Health Protection Team advice	Yes	<p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence were coronavirus is suspected, they may have an outbreak. Continue to work with HPT who will advise if additional action is required. May recommended that a larger number of other pupils self-isolate as a precautionary measure e.g. whole year group If outbreak confirmed a mobile testing unit may be dispatched – person's class > year group > whole school</p>
<p>School transport see section 2 of the government guidance '<u>School Operations</u>'</p> <p>Government has pledged to produce more guidance on dedicated school transport in due course (as at 10/07/20)</p>	Yes	<p>Dedicated 'home school transport' in partnership with providers: - Measures to manage transport to allow pupils to where possible remain in their 'bubbles' Measures to prevent the spread of infection Measures to maintain social distance when queuing and inside vehicles wherever possible.</p>	Yes	<p>Liaison with after school child care providers and taxi service as appropriate</p>
		<p>Public transport: - Consideration of staggered start and finish times to avoid peak hours on public transport Measures to encourage use of other forms of transport to avoid use of public transport</p>	N/A	<p>Staggered start and finish times as above Parents and children are encouraged to walk to school</p>

		Measures to manage the removal of face coverings worn by pupils and staff when arriving on public transport		
Attendance for pupils who are shielding or self-isolating see section 2 of the government guidance 'School operations' Note: Shielding advice for all adults and children will pause on 1 August.	Yes	Arrangements for pupils who are following clinical and/or public health advice	Yes	Ongoing communication with parents of pupils following clinical and/or public health advice, including individual risk assessments where appropriate
	Yes	Arrangements to reassure pupils and parents who are anxious about the return to school	Yes	See Wellbeing section
Attendance for staff see section 2 of the government guidance 'School operations' Note: Shielding advice for all adults and children will pause on 1 August.	Yes	For school staff who are clinically vulnerable or extremely clinically vulnerable	Yes	See Wellbeing section and confidential individual staff risk assessments
		Arrangements for Supply Teachers and other temporary or peripatetic teachers	Yes	
Catering see section 2 of the government guidance 'School operations'	Yes	Arrangements to comply with guidance for food businesses on coronavirus (COVID-19).	Yes	Close liaison with Chartwells Lunchtime arrangements including all dining tables and chairs thoroughly cleaned and sanitised daily Doors to hall to be open to reduce touching door handle plates Hot food to be distributed outside classrooms in corridors Year R and 1 to eat in hall – tables and chairs to be cleaned in between sittings Year 2 to 6 to eat in classrooms and hot meals delivered to corridors
Estates see section 2 of government guidance 'School operations'	Yes	Arrangements for re-opening: - All school - all the usual pre-term building checks must be undertaken to make the school safe Schools which have remained closed or only partially open since the lockdown on 23rd March 2020 - see 'School building assessment' section Arrangements to manage ventilation including air conditioning Note: Fire doors must be kept closed. Fire doors can only be held open by automatic releasing hold-open devices specifically designed and installed for this purpose.	Yes	

<p>Educational visits see section 2 of government guidance '<u>School operations</u>'</p> <p>The Government continues to advise against domestic (UK) overnight and overseas educational visits at this stage. But from Autumn term non-overnight domestic educational visits can resume.</p>	<p>Yes</p>	<p>Trip arrangements that are in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination.</p>	<p>Yes</p>	<p>Risk Assessments to be undertaken and submitted to HT / EVC / EVOLVE at least 4 weeks in advance School will contact parents and carers to explain arrangements in place for each of planned trips well in advance</p>
<p>Extra curricular provision- see section 2 of government guidance '<u>School operations</u>'</p>	<p>Yes</p>	<p>Arrangements for resuming any breakfast and after school provision</p>	<p>Yes</p>	<p>Parental survey to gauge demand If demand there look to open as early in September as possible Add addendum to ASCC policy to reflect organisational changes and protective measures being taken No before or after school clubs led by external providers or teachers during the first half of the autumn term</p>
<p>Curriculum risk see section 3 of government guidance '<u>Curriculum, behaviour and pastoral support</u>'</p>	<p>Yes</p>	<p>Arrangements to manage C19 risks during music classes involving singing, chanting, playing wind or brass instruments or shouting</p>	<p>Yes</p>	<p>Contact between individuals will be minimised during music, dance and drama lessons and social distancing observed where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</p> <p>Additionally, keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment.</p> <p>If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts (https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts) guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the</p>

guidance on delivering outdoor events (<https://www.eventsindustryforum.co.uk/index.php/11-features/14-keeping-workers-and-audiences-safe-during-covid-19>).

Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.

If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation.

Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained.

Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.

Increased handwashing before and after handling equipment, especially if being used by more than one person.

Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.

If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users.

Limit handling of music scores, parts and scripts to the individual using them.

Music lessons using Charanga scheme to be suspended

				<p>for first half of autumn term</p> <p>No whole school assemblies with collective singing No Glee club Any musically oriented lessons that do take place to happen outside and with reduced numbers of children in a group (15 max)</p> <p>If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, it is important that they do not attend a lesson if they are unwell or are having any symptoms associated with coronavirus (COVID-19) such as fever, a new and sustained cough, loss of sense of taste or smell. In addition, they should:</p> <ol style="list-style-type: none"> 1. Maintain distancing requirements with each group they teach, where appropriate. 2. Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing. 3. Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made.
		Arrangements to manage C19 risks during physical education, sport and physical activity	Yes	<p>Outdoor PE only during the first half of the autumn term</p> <p>PE lessons to have separate generic risk assessment</p>
Pupil wellbeing and support see section 3 of the government guidance - <u>Curriculum and pastoral care</u>	Yes	Arrangements to manage pupil wellbeing - anxiety, stress, low mood etc.	Yes	<p>Parents invited to complete survey from Educational Psychology Service</p> <p>PSHCE key driver in our curriculum for re-connection</p> <p>Daily circle time and weekly nurture programme</p> <p>Worry box in every classroom</p> <p>Support, advice and signposting from the Inclusion Team</p> <p>Counsellor in school one day per week funded through Pupil Premium</p>
		Arrangements to manage SEND pupils and identified small groups' anxiety to prevent escalation	Yes	<p>Individual Learning Plans</p> <p>Personalised Learning Plans</p> <p>Intervention groups with wellbeing / mental health focus</p>

		Arrangements to manage school community anxiety to prevent escalation	Yes	Regular communication Resources on school website Parent focus group (virtual) Telephone calls home Locality Group Working Support from Local Authority as necessary
Contingency planning for outbreaks - see section 5 of government guidance 'Contingency planning for the outbreak'	Yes	Develop contingency plans to cover all eventualities.	Yes	Remote Education parent survey See curriculum section

Safeguarding

Persons at risk Staff, pupils, parents/carers

Hazard – what can cause harm?	Is this risk applicable? Yes / Not applicable	Required control measures	Control measures in place? Yes / No	Comments / Additional control measures Red = incomplete Amber = partly complete / ongoing Green = complete
No DSL available to lead school safeguarding provision or lead response to a specific safeguarding situation	Yes	To have DSL cover available at all times.	Yes	DSL contactable at all times if not on site Engagement of DSL at Rustington Community Primary School (HT - Marie Smailes)
Non-compliance / not all staff being aware of existing statutory and C-19 safeguarding policies and guidance	Yes	Clear implementation plan shared with all staff and volunteers (where applicable)	Yes	Updated statutory and C-19 safeguarding policies and guidance shared and summarised for all staff Safeguarding training on INSET days for all staff (03.09.20 and 04.09.20)
Safeguarding risks to all children not attending school, including those the school have previously identified as vulnerable.	Yes	Effective safeguarding activity to monitor children remotely, including with partner agencies where applicable.	Yes	Regular phone calls/texts home by DSLs and SENDCo Calls and concerns logged Individual pupil welfare records updated electronically and saved securely and centrally on server Calls home by class teachers using script and any concerns reported to DSLs

Wellbeing

Persons at risk

Hazard – what	Is this risk	Required control measures	Control	Comments / Additional control
----------------------	---------------------	----------------------------------	----------------	--------------------------------------

can cause harm?	applicable? Yes / Not applicable		measures in place? Yes / No	measures Red = incomplete Amber = partly complete / ongoing Green = complete
Individual risk assessments for children with EHCPs, those that are deemed vulnerable and those receiving SEND support and those from BAME community	Yes	Discuss changes in child's wellbeing with parents before their return to school allow a personalised approach. Revisit assessment tools such as Boxall profiles, Strengths and Difficulties Questionnaire or with advice from specialist teams (ASCT, LBAT, EPS and others) to help identify pupils health and wellbeing needs which have changed due to experiences both at home or - if they have been in school- with the increase of children returning to school. Discuss with family how recent global discussions about race have impacted on pupil's mental health and emotional wellbeing.	Yes	Phone calls home by Inclusion Team Individual Risk Assessments as appropriate Wellbeing tab on website including information, resources and SEND
Pupils externalising and using anti-social behaviour	Yes	Updated policies understood and consistently applied. Review and update existing individual behaviour plans in line with how you are going to manage physical interventions if needed. Are there proactive measures that can be put in place (timetabling, environmental, social load, academic expectation, sensory arousal) to reduce the need for physical interventions Be aware that pupils who have previously not used challenging behaviour to signal distress may respond differently after their experiences over lockdown.	Yes	Review and summarise whole school Behaviour Policy Add addendum to Behaviour Policy Seek advice and guidance from LBAT, EPS and Fair Access as appropriate All INAs and other key staff Team Teach Trained
Pupils internalising anxieties	Yes	Set up reporting systems so that all staff and parents can share any form of concern quickly. Be alert to any changes in behaviour and smaller signs such as a change in eating or digestive habits, sleep, repetitive behaviours such as hair twiddling or picking of cuticles. Be aware that pupils who have previously not used challenging behaviour to signal distress may respond differently after their experiences over lockdown.	Yes	
Consider approach to social distancing for individuals who will need to access positive touch as a form of reassurance or to help them exhibit pro-social behaviours	Yes	Ensure all teams are aware of this and that it applies consistently - plan staff training being aware that some pupils with SEND are not able to socially distance, how will this risk be mitigated by good hygiene practices.	Yes	Put procedures in place to address need
Pupil anxiety about return to school	Yes	Plan transition support for those returning to school, explain how school will be safe and how the team is ensuring everyone's safety and how social and emotional needs are being met through a progressive, inclusive and diverse curriculum.	Yes	PowerPoint for teachers/parents to use with pupils

Parental anxiety about children allocated a place going back to school	Yes	Clear transparent communication with parents about how the risks have been managed and how they'll be regularly reviewed	Yes	All communication / updates sent out via ParentMail and available on website (News and Events > Letters > Covid-19 letters) Risk Assessment also available to view on website
Bereavement support for staff and pupils	Yes	Contact the EPS and online resources eg Winstons wish, ensure that staff supporting children (including DSLs, Pastoral leads, SENCOs and TAs) have additional informal support form SLT and others and that they are personally resilient enough to provide this support to the pupils and how social and emotional needs are being met through a progressive, inclusive and diverse curriculum.	Yes	Identification and recording of affected staff and pupils
Staff anxieties or diagnosed conditions preventing returning to school	Yes	Use ideas outlined in the framework to support staff on their return to school. Liaise with HR as usual and plan group ratios to be safe. Maintain open communication with all staff and refer to Employee Assist Programme and Occupational Health if appropriate. Use ES Welfare box for specific and additional questions.	Yes	Regular welfare calls to any staff not in school by SLT
Anxieties from staff and pupils escalate rather than reduce	Yes	Ensuring all measures are regularly reviewed to ensure wellbeing of the school community is sustained, alert appropriate bodies of support and guidance proactively rather than reactively.	Yes	Review of individual risk assessments including for physical or emotional health reasons and for staff from BAME community
Newly appointed staff / NQT induction process not followed and members of staff not appropriately supported, coached and mentored	Yes		Yes	New appointments kept abreast of developments / practices / procedures via email Teacher handover meetings taken place virtually or face to face Attendance at directed PPA for teachers Staff handbook and Thriving not Just Surviving circulated prior to summer holidays Two consecutive INSET days at the start of term will allow for information sharing etc. DHT to mentor both members of staff to look at arrangements, organisation and planning as well as information regarding curriculum provision

Curriculum

Persons at risk		Staff, pupils		
Hazard – what can cause harm?	Is this risk applicable? Yes / Not applicable	Required control measures	Control measures in place? Yes / No	Comments / Additional control measures Red = incomplete Amber = partly complete / ongoing Green = complete

Priority risks regarding curriculum provision at this time rightly concern health and hygiene practices for staff and all pupils, safeguarding practices for remote learning and the impact of learning activity on staff and pupil wellbeing.
By assessing and identifying the barriers/impact of the pandemic on pupils, schools should prioritise an appropriate curriculum to support emotional, social and physical wellbeing. Support for curriculum planning has been developed within the wider framework tool and therefore any associated risk is assessed as low at this time.

Local lockdown	Yes	Remote Education integrated into curriculum planning		Schools are expected to consider how to continue to
----------------	-----	--	--	---

				improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September
Policies				
Persons at risk	Staff, supply cover, pupils			
Hazard – what can cause harm?	Is this risk applicable? Yes / Not applicable	Required control measures	Control measures in place? Yes / No	Comments / Additional control measures Red = incomplete Amber = partly complete / ongoing Green = complete
Start up risk assessment (eg "open door" adjustment) does not take account of this plan.	Yes	Accessibility policy	Yes	Review policy
Staff from other schools working in your school are unaware of these policies	Yes	Child protection policy and procedures Children with health needs who cannot attend school Designated teacher for looked-after and previously looked-after children Early Years Foundation Stage Special Educational Needs and Disability Supporting pupils with medical conditions Sex and Relationships Education Behaviour in schools Behaviour principles written statement School exclusion	Yes	Summary document of CP procedures for all staff and supply staff Regular contact with parents of children with health needs unable to attend school Overview of children with medical conditions Check policies identifying named people – responsibilities on summary document
This member of staff is not available	Yes	Health and Safety	Yes	Refer to policy for named people and responsibilities – delegate as appropriate
This member of staff is not available	Yes	First aid in school	Yes	Close monitoring of first aid trained staff and rota
Relief staff not fully aware of these or inducted on entering premises	Yes	Premises management documents	Yes	Support could be sort from John Saunders
Decision making by leaders is not informed by these policies	Yes	Equality information and objectives (public equality duty) statement for publication	Yes	Ensure governors provide supportive challenge
Finance				
Persons at risk	Staff and suppliers			
Hazard – what	Is this risk	Required control measures	Control	Comments / Additional control

can cause harm?	applicable? Yes / Not applicable		measures in place? Yes / No	measures Red = incomplete Amber = partly complete / ongoing Green = complete
<p>Schools are encouraged to review their arrangements for approving expenditure and governors are advised to review continuity plans in respect of key staff and processes in relation to the school budget and financial arrangements.</p> <p>Schools should contact School Resource Team (Paul Little as per contact details).</p> <p>Please refer to the West Sussex Scheme for Financing Schools, in terms of general control measures, the normal scheme of delegation and standing orders for schools apply.</p> <p>Please refer to the finance FAQ on the Services for Schools Website and in relation to Covid-19 the DfE guidance.</p>				
Finance staff not aware of policies, procedures and key documentation	Yes	Procurement documentation and Procurement Policy Notice PPN2/20	Yes	Finance staff all aware of procurement documentation
Costs due to Covid-19 lead to cost centre overspends	Yes	Quantifying the cost	Yes	Covid-19 cost centre set up so true cost of crisis can be seen to monitor direct and indirect cost
HT may not be on site to approve expenditure as required	Yes	Scheme of delegation policy	Yes	All expenditure to be approved by HT in person or via email/phone and in absence of HT due to illness the DHT
Furloughing of ASCC staff	Yes	Coronavirus (Covid-19) financial support for schools	Yes	Governors to decide on furloughing, to monitor and review when ASCC is trading again
Premises Manager overtime affected due to no lettings	Yes	Coronavirus (Covid-19) financial support for schools	Yes	Furlough not applicable. Overtime not applicable. Review on commencement of lettings
Additional hours of premises team	Yes	Coronavirus (Covid-19) financial support for schools	Yes	SBM aware of financial support for schools and to claim where applicable for premises and cleaning costs
Cost of resources for Child Care Provision	Yes	Nil financial support available	Yes	SBM to monitor costs and financial support available
Teacher pay progression	Yes	Government document Implementing your school's approach to pay	Yes	Governors to ensure process
School Meals	Yes	Coronavirus (Covid-19) financial support	Yes	SBM in liaison with SFS and the formula for UIFSM due to Covid-19
Staff unable to come into work due to being in the clinically vulnerable group or shielding a vulnerable household member	Yes	Coronavirus (covid-19) implementing protective measure in education and childcare	Yes	Risk assessments for all staff in collaboration with government guideline
Staff unable to come into work due to childcare issues or choosing not to come to work due to anxiety	Yes	Ensure open dialogue	Yes	Guidance sought from HR Professional support – staff advised individually
Governance				
Persons at risk	Governors, staff, pupils, parents, wider community			
Hazard – what can cause harm?	Is this risk applicable? Yes / Not applicable	Required control measures	Control measures in place? Yes / No	Comments / Additional control measures Red = incomplete Amber = partly complete / ongoing Green = complete

The non-compliance with statutory duties currently and during lockdown	Yes	Ensure all statutory duties are met https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf	Yes	Fulfil both its strategic and statutory duties, particularly in line with regards to KCSIE 2020 from 1 st September 2020
The non-compliance with strategic functions currently and during lockdown	Yes	Ensure all strategic functions are fulfilled in a pragmatic way	Yes	
The governing board (GB) are being operational and not strategic The governing board failing to act within the legal framework Due to a lack of availability, risk of all governors not having equal status and rights The governing board is not acting as a corporate entity with individual governors acting on their own without being delegated to do so.	Yes	Effective leadership and management of the GB by the chair Ensure virtual meetings are timely and safe. Ensure GB is confident that all meetings remain confidential. Ensure governors have been able to hear all aspects of the meeting and decisions are understood.	Yes	Clerk / Chair to minute meetings and circulate to FGB via email/GVO
Governors not having sight of ongoing risk assessments	Yes	Being aware and monitoring risk assessments in a timely and agreed manner.	Yes	Risk assessments shared with FGB via GVO
Effective communication	Yes	Ensure safe forms of communication and transference of documentation.	Yes	All governors to use school email address Ongoing use of GVO
Effective duty of care to leaders and staff	Yes	Improved communication. Devise means of monitoring workload.	Yes	Regular update meetings with HT&DHT via telephone or Microsoft/Google Teams Head's Locality network group
Effective duty of care for governors	Yes	Improved communication by the chair.	Yes	Communication from Local Authority (Paul Wagstaff and Liz Walker) Seek support from Governor Services as appropriate