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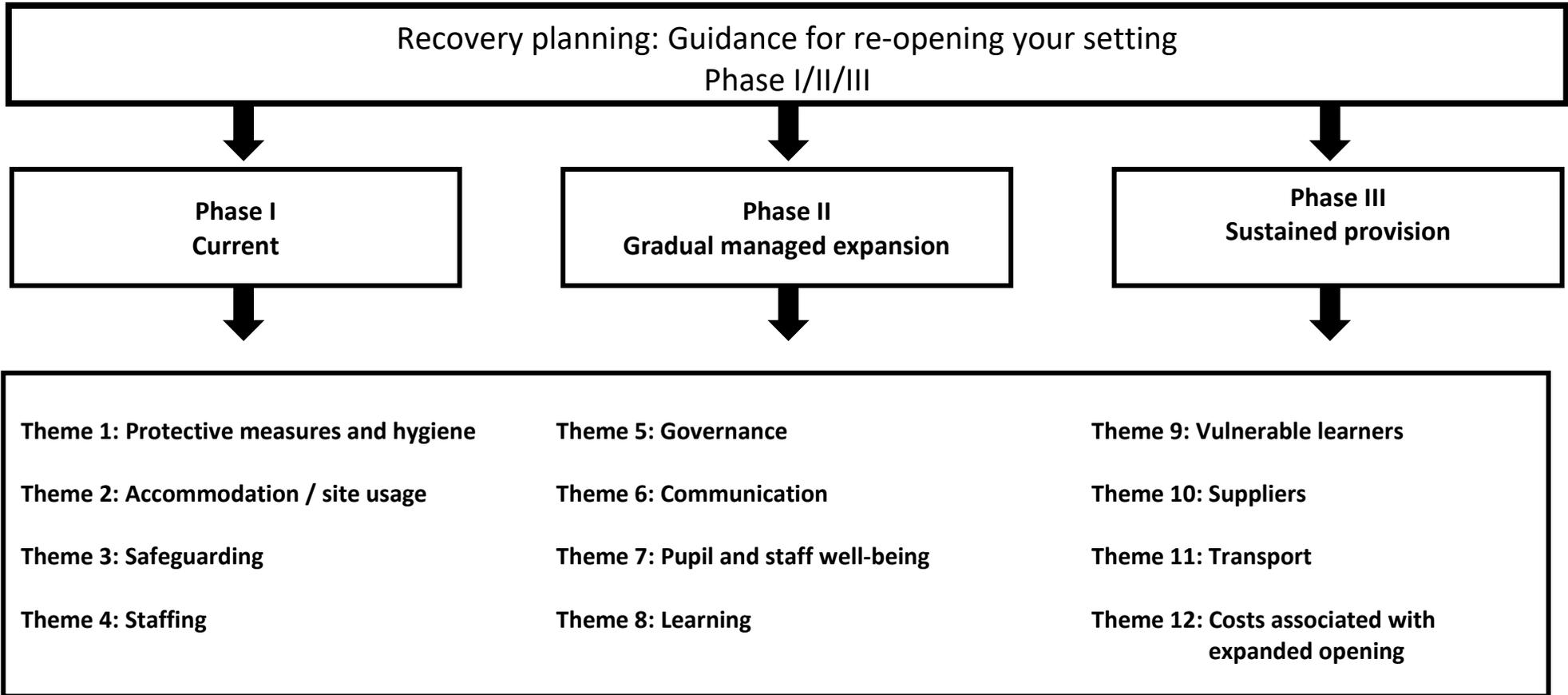
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Phase 1 Return

Risk Assessment

The following Probability and Impact Matrix uses the combination of probability and impact scores of individual risks and ranks them for easy handling of the risks. Each theme and area of consideration should be RAG scored using the probability and impact matrix to help to determine which risks need detailed risk response plans.

		Impact				
		Trivial	**Minor**	**Moderate**	**Major**	**Extreme**
Probability	**Rare**	Low	Low	Low	Medium	Medium
	Unlikely	Low	Low	Medium	Medium	Medium
	Moderate	Low	Medium	Medium	Medium	High
	Likely	Medium	Medium	Medium	High	High
	Very likely	Medium	Medium	High	High	High

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Recovery planning: Guidance for re-opening your setting
Phase I/II/III

Phase I
Current

Phase II
Gradual managed expansion

Phase III
Sustained provision

Theme 1: Protective measures and hygiene

Theme 2: Accommodation / site usage

Theme 3: Safeguarding

Theme 4: Staffing

Theme 5: Governance

Theme 6: Communication

Theme 7: Pupil and staff well-being

Theme 8: Learning

Theme 9: Vulnerable learners

Theme 10: Suppliers

Theme 11: Transport

Theme 12: Costs associated with expanded opening

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Theme 1: Protective measures and hygiene					
Hazard	**Considerations (WCF**	**Actions to manage risk**	**R**	**A**	**G**
All associated polices will need to be adapted including the health and safety policy and other associated policies to include aspects linked to COVID-19 management.		• H&S Officer and members of SLT have adapted school policies with addendums in relation to COVID management • Procedures for Phase 1 recovery • All relevant gov.uk and WCF guidance has been scrutinised in relation to the RA.			G
To ensure all health and safety compliance checks have been undertaken before opening		• TED day meeting for staff training • SLT meeting held to ensure all points raise have been covered. • Another walk round/meeting to be held on Monday 1st June to ensure all procedures put in place, staff trained, parents aware of their responsibilities NP/SP/RS			G

Staff, parents and children need to be aware of the key COVID-19 prevention control measures:
  • avoiding contact with anyone with symptoms
  • frequent hand cleaning and good respiratory hygiene practices
  • regular cleaning of settings
 	
All parties need to be minimising contact and mixing (social distancing)
	Ensure staff have been signposted to government guidance on coronavirus symptoms and protection measures in early years settings to prevent transmission and obtain confirmation that has been read.
	
	Share government key messages, information, guidance and resources (posters, social media, website links) with parents and pupils.
	
	Share setting local policy or procedures with staff and parents
	
	Identify shielded and extremely clinically vulnerable children and staff and ensure they do not attend school
		• Staff training held to ensure all staff members are aware of updated guidance on coronavirus symptoms from NHS website/Gov.uk website
		• Staff need to confirm that they have read this
		• Sheet for staff to sign stating that they are aware of COVID symptoms.
		• Government and NHS websites have been shared with parents on Parent Mail.
		• Can we be sure that everyone has understood information
		• Links on website need to be put on JM
		
		• Parentmail sent with guidance to parents for re-opening
		• Staff TED on 1st June to train all staff on re-opening
		
		• List of staff and students needs to be made to ensure they are not in school during re-opening,
				A	

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	Identify other clinically vulnerable staff with pre-existing conditions. Arrange home working activities or activities on-site, staying 2 metres away from others where possible. Undertake risk assessment with staff if they will need to work within 2 metres of others.	new risk assessment needs to be considered when it is safe to do so NP/NW/SZT • List of staff needs to be made with list of activities made for home working or activities in school that adhere to social distancing rules RL/NP/SZT/NW • e.g.VV working in library			
Actions need to be put in place to prevent and minimise contact with individuals who have COVID-19 symptoms?	Ensure staff/parents/children/suppliers are advised to not attend the setting if they or any member of their household have symptoms or have been identified as a positive case. Ensure staff/parents/children know and adhere to self-isolation (7 days for the case and 14 days for their household) Identify and communicate local testing facilities for staff as essential workers and include in staff absence procedure if staff develop symptoms Is there a system in place to notify setting of absence due if a suspected or positive case? Is there a process to check isolation is adhered to for staff and children? Develop and share guidance/procedure for when a child or staff member develops COVID-19 symptoms whilst in the setting (go home/await collection by a member of their family or household). Identify a room/place (at least 2m from others) where a child can be isolated if	• Staff will be reminded on TED day • Parents have been reminded by parent mail, parents not allowed on site for pick ups/drop offs • Website has been updated with details of guidance from NHS • Students will have regular training in their groups on hand hygiene • Visitors are only allowed on a strict appointment only basis, held using social distancing rules • Contractors working on site need to be reminded of this SZT - email • Notice put on front of office door to remind anyone who has potential to enter the office SZT/Office team • Local drive through testing facility is at Worcester Warriors Sixways. There may be pop up centres close to you home or you can request a test by courier, please follow guidance from GOV.UK • https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested • Student absence procedure – normal rules apply, parents to phone school and leave an answerphone message, stating exact reasons why. • Staff absence procedure – usual rules apply. • Message NW – if staff are showing symptoms of COVID-19 they must let member of SLT/NW know. • See Safeguarding – addendum to the addendum			

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	develops symptoms. Is this a room that can be ventilated with a door that can be closed? Identify a bathroom designated for use if needed whilst waiting.	• Staff/student can only return after 7 days or result of a negative test, 14 days if staff or student live with someone who has COVID-19 symptoms. If the test is positive, then the rest of the class needs to be isolated as per gov.uk guidance. • If staff falls ill with COVID-19 symptoms during the day then they must leave the premises immediately, or be isolated in the COVID-19 isolation room depending on the severity of the illness. They need to wear a mask at this time. • Any student who falls ill, must be placed in the isolation room, (RL Office)with a mask, until a member of their family can come and collect them. They will be able to use the toilet situated in the school kitchen. • Any member of first aid entering the room – they must wear full PPE (IIR Mask. Gloves, plastic apron and safety glasses – this is kept in the medical area of the office) this must be disposed of as soon as they come out of the room. • First aid staff have been trained using video on how to don and doff PPE. • https://www.youtube.com/watch?v=-GncQ_ed-9w • A list of first aiders will be sent to the office that are willing to use PPE • Cleaning of the room should also be done with full PPE (IIR Mask, Gloves, plastic apron and safety glasses) and cleaning company advised if any cases have occurred during the day.			
Opportunities should be in place for children and staff to clean their hands more often?	Ensure children and staff can clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing Ensure that help is available for children and infants who have trouble cleaning their hands independently	• A rota has been set up so students can wash their hands as they enter the building, before and after eating snacks, when they come back inside and as they leave the building to go home. • Students will be alone in the toilets to enable them to wash their hands using soap, warm water and paper towels. (One student at a time)			

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	Consider supervision and promotion of frequent handwashing with soap and water for 20 seconds and drying thoroughly. Consider how to encourage young children to learn and practise these habits through games, songs and repetition. Ensure that sufficient handwashing facilities and consumables are available. Where a sink is not nearby, provide hand sanitiser in rooms and other environments Timetable regular hand washing opportunities into daily routines (ensure there are adequate supplies of anti-bacterial hand gel and soap)	As students are year 6, they shouldn't need help with washing hands. • Specific students with SEND will have specific TA's available to help. It has been RA that the parent will collect the student if any intimate care needs to be administered. • Risk assessment completed for MR by CG and CP – this will be reassessed when necessary. A messaging system in case of emergency toilets use, coughing and sneezing etc. has been put in place. Individual groups sharing toilets have set up there own messaging groups • More guidance on handwashing will be shown to the students on a regular basis using the lessons information – on teaching powerpoint • https://www.youtube.com/watch?v=seA1wbXUQTs • Hand sanitisers are available in each room and the hand sanitisers are filled up around the school. If staff run out, they need to let the office know.			
Good respiratory hygiene needs to be practiced in the setting?	What action can be taken to encourage children not to touch their mouth, eyes and nose Promote the use of a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') Ensure well ventilation using ventilated using natural ventilation (opening windows) or ventilation units	• Guidance and training is provided during the day through the powerpoint set up by SP. • Lidded Bins with bags should be in all rooms, these will be emptied at the end of the school day by the cleaning company. • If a suspected case of COVID-19 has occurred in the room, the rubbish should be double bagged and left for 72 hours before putting into the waste. • Boxes of tissues, cleaning spray, disposable cloths and gloves need to be available in all rooms.			

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		• Windows and doors too all rooms (except front office door) should be open at all times to allow ventilation. Any rooms with no outdoor ventilation should not be used. (Room 7, conference room)			
Identification of specific cleaning will need to be identified , including the intervals of cleaning and which surfaces should be cleaned more often.	Assessment and identification of increased and thorough regular cleaning of rooms and facilities as well as in between cohorts of children Risk assess frequently touched surfaces and touch points and identify how often they will be cleaned. Consider cleaning surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal Identify and remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) Review and ensure increased supplies of usual cleaning products like detergents, disinfectants and bleach for increased cleaning. Review and	• Students are on a rota of A and B. • Classrooms are cleaned after every school day by cleaning company, including all regular touch points such as door handles and banisters etc. • A member of staff will go around the school during the day to clean toilet doors, handles of other doors, banisters. • Students will stay in same room all day, only leaving to go to the toilet, use specific outside space and to wash their hands. • Students have their own books and pens that stay in the classroom to do their work, all of their belonging stay with the students in their classrooms under the desks. These books will be kept in a separate pile when the group is not in school. • Staff can use gloves and/or cleaning spray to wipe doors on return to classroom. • When using specific outside space, students will wash hands on return to the building – checking with other classrooms that share the toilet they			

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	implement process for checking stock of cleaning products Ensure availability and supply of deep cleaning products if needed to clean following any spillage of COVID-19 fluids	are free. (By whatsapp or chosen message service between shared toilets) • All classes have specific doors to enter and leave by, specific outdoor places, toilets and hand washing facilities (all highlighted on doors of every classroom SZT) • No soft furnishings, seats with material on (e.g. library) other classroom/school books/ classroom equipment should be used during the day. • Member of staff to check classroom in the morning to endure all desks are still in correct place (set out by tape on floor) and to check contents of cleaning box. Requests for replacements should be made before students are in for the morning. • This should have gloves, disposable cloths, gloves and cleaning spray) • A member of staff will check classrooms are cleaned properly before the day starts. • If and spillage of COVID-19 bodily fluids full PPE (IIR mask, plastic apron, safety glasses and gloves) needs to be worn by the person cleaning it up. The member of staff will notify the office who will arrange for the spillage to be cleaned up.			
The capacity of the cleaning staff needs to be considered to meet the increased need for cleanliness and hygiene of the premises	Leaders to identify if this is the case in advance of reopening – explore individual cleaners extending their hours and working more flexibly if other cleaners are absent (e.g. working before and after school operating hours) – if cleaners are provided by a traded service, does the company have the	• School cleaning team – TTB have been trained to clean classrooms and all work areas, including specific touch points e.g. banisters • They are using specifically designed cleaning products and disposable cloths. They have sent details of their cleaning procedures to SZT. • They have been updated in terms of school opening hours. •			

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	capacity to utilise cleaners from other schools? A nominated member of staff monitors the standards of cleaning in the setting and identifies any additional cleaning measures.	• SLT leader needs to monitor cleaning standards, feedback will be given regularly to TTB. • Member of staff responsible for the classroom can clean the places of the students during their day using the cleaning box. They must use gloves and the disposable clothes provided. Training will need to be given during training day. • Students will be having break time during the day but only with their group.			
Has appropriate use and supply of PPE been identified?	Ensure a small stock of PPE for use by staff supervising children who develop symptoms whilst at school before they go home. Identify pupils whose care routinely already involves the use of PPE due to their intimate care needs. Risk assessment for PPE required for those pupils. Train relevant staff, where appropriate, on how to minimise the risk of infection and how to use appropriate PPE. Include access to videos and resources around donning and doffing of PPE Identify mechanism for order of PPE supply **Identify procedure for dealing with waste of PPE and from cleaning of possible symptomatic cases**	• PPE has been ordered and is in place. • It follows all the correct standards. • The PPE needed for the COVID isolation room will be kept next to the room. It can also be taken to help clean up any spilt bodily fluids. • First Aid staff will be the only people who are to tend to the occupants of the COVID room and those to clean any COVID bodily fluids. They need to have been properly trained in using PPE, especially donning and doffing PPE equipment. • Video to train: https://www.youtube.com/watch?v=-GncQ_ed-9w • Anyone that hasn't been trained in the use of PPE should not use it. • A bin with two bags will be at the entrance of the COVID isolation room. This will be used for disposal of and waste from the room. It will be kept separate for 72 hours and disposed in the normal waste bin.			

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Minimising contact and mixing (social distancing) by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times) needs to be assessed	Risk assess and communicate process for drop off and collection (only one parent if accompanied), allocated times, how to minimise adult contact for example at entrances. Risk assess and determine your organisation of small groups, organisation of rooms and other learning environments, maintaining space between seats and desks where possible. Risk assess and refresh your timetables to reduce movement around the setting/building, consider what can be delivered outdoors, staggering assembly groups and break times so that children are not moving around at the same time Identify how children will arrive, and reduce any unnecessary travel on coaches, buses or public transport where possible. Develop suitable travel plans and how to communicate this with parents. Risk assess and identify plans to keep cohorts of small groups of children together where possible every day, ensuring the same teacher and other staff, using the same desks and the same rooms. Risk assess to reduce mixing within the school by applying one way circulation, staggered lunch breaks, use of toilets and other facilities.	• A parentmail has been sent to let parents know how the drop off and pick up of students should be done. • Staggered start times for buses and students on foot. • Students accessing bike sheds need to make sure they put their bikes/ scooters in at 2m intervals.(GH to mark out this) • Key worker students should be dropped off as usual, not coming in on bus with other students. • Students coming in on public buses need to wear a face covering, this should be removed and put away before they enter the school site. • A rota has been set for students separated into A and B groups. See details (NW) • 2m marks have been put on playground so students can line up in their groups (• Classes has been measured by NP and SP and a maximum number of students have been put into the classrooms adhering to 2m social distancing. Marks have been put onto the floor to show where desks need to be paced in case of any movement. • Specific outdoor areas have been marked out by a map on teaching powerpoint door to minimise any crossover by any class- they should be used by all staff • Students will have breaks in their classrooms, any outdoor time will be supervised by class teacher, assemblies will be virtual. School finish at 1.00pm. • Rotas sorted by NW as above. • Staff same for each group. • Key worker children will be kept separate KS3/KS2 group • BAME children should be in smallest groups SJ

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		• Rotas for toilets, handwashing etc dealt with • No lunch break • No using other facilities • Key worker students will need to be kept separate from other students in school. • Anyone using sports hall facilities will need to make sure ALL equipment is cleaned by member of staff before any other group enters. • DT facilities are only to be used by (KWS) – it will need to be cleaned by a member of staff BEFORE any KWS can use them. • Any musical instruments/science or maths equipment should not be used at this time.			
Which risk assessments will be needed or how are owners and managers adjusting their risk assessments to meet the current needs of the setting?		• Fire risk assessment will need to be completed and new procedure put in place • Regular weekly updates will need to be completed initially • More updates as more students are brought into the process			
A named person has responsibility for reviewing and adapting the risk assessments as the setting re-opening moves through the phases and increased numbers of children are attending		• SLT and RS will review the RA on a regular basis			
All 'normal' tasks are being carried out/planned such as fire alarm testing, legionella risk assessments, repairs, grass cutting, servicing of equipment and PAT testing		• IBM (SZT) and H&S (RS) officer will regularly update the processes. These will be continued as normal, all visitors will be booked in by appointment only, contact will be made initially to remind the contractors of COVID-19 symptoms and social distancing. (SZT) • Legionella – all water testing has continued throughout the period of lockdown. Water systems will be flushed through daily and a			

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		thermal disinfectant procedure will be carried out prior to opening. • Fire alarm testing will be carried on as normal as per fire risk assessment and fire drills will be carried out in the first week for all groups, A, B and key worker groups. • Fire drills have occurred successfully		

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Theme 2: Accommodation / site usage					
Consider:	**Suggestions /consideration**	**Issues & actions to manage risk**	**R**	**A**	**G**
The setting has been assessed to ascertain the maximum capacity/proportion of children that can physically be on site at any one time		• Site has been measured and classrooms assessed and a rota of students have been set up with strict social distancing rules for staff and students. • Ensuring minimum staff in each day to cover number of students attending in the day. • All classrooms have ventilation direct to outside. • Students will be allocated equipment that is not to be shared or taken home. • Students will not share any equipment, including stationary and colouring pens and pencils			
Up to date Key workers list for students who are in and those who are yet to use the facility		• Yes, a list of key workers is kept up to date in the office (SZT/ADMIN) • This is reported on a regular basis • Staff for these groups are constantly checked			
Entrance and exits		• Rooms have been rearranged so social distancing for staff and students can be adhered to. • Outside space, doors, toilet blocks and hand washing facilities have been allocated to groups of students. • Parent mail sent out includes details to parent about dropping off and picking up. Parents are not allowed onto the premises un less an appointment has been made. • On the first day students will be allocated their groups where the class teacher will take them through the specific entrance. • After that, the students will line up in their allocated group lines and the class teacher will be waiting for them. Hand washing will begin as soon as the students enter the building on a rota basis and their daily lessons will begin.			

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Start/finish times to allow for SD Use of setting space both inside and outside is used effectively to ensure the safety of all children adhering to social distancing recommendations		• All classes have specific doors to enter and leave by, specific outdoor places, toilets and hand washing facilities (all highlighted on doors of every classroom SZT) • Markers are to be painted on the bottom playground so students are aware of social distancing. • Snacks are to be eaten at desks or outside in specific places during good weather after hands are washed • Students will have outside time in specific places as designated teaching powerpoint • Consideration has been taken when planning outdoor spaces to minimise crossover of students and doors being used. These spaces can be used for outdoor learning which has been built into the new curriculum. SP		

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Theme 3: Safeguarding					
Consider:	**Suggestions /consideration**	**Actions to manage risk**	**R**	**A**	**G**
Put risk assessments/amendments need to be in place for safeguarding of children – (individually identified vulnerability)		• Risk assessment done re EHCP • Addendum to the addendum of the Safeguarding policy to be added based on up to date govt guidance • Plan for a Covid – 19 outbreak. • Continue communication with vulnerable children who do not return, • Extra risk assessments will be put in place for 1:1 work with vulnerable children – any outside services will be booked appointments, trained and guidance given on how to conduct themselves safely. An alternative space will be sought and written into specific risk assessments for the children/outside agency. • ICT policies being reviewed in light of COVID and remote learning		(yellow)	
Safeguarding policy should be reviewed and amended considering the current situation		• Addendum added during closure to Safeguarding policy. Addendum to addendum added based on most recent govt guidance opening of schools. DSL's receive, read and act upon govt and WCF guidance on a regular basis			(green)
A 'COVID-19 outbreak' addendum to your child protection policy to include the specific issues for these circumstances		• COVID – 19 Outbreak added to the Safeguarding policy • Sent out to staff to read			(green)
Are there any specific issues be for your setting?		• Risk assessment has been done to create as safe an environment as possible. • School day being made as 'stress free as possible' • Curriculum being designed to try to support pupils well-being • Continued communication with parents			(green)
The safeguarding policy been reviewed and amended considering the current situation?		• Addendum added during closure to Safeguarding policy. Addendum to addendum added based on most recent govt guidance opening of schools. DSL's receive, read and act upon govt and WCF guidance on a regular basis. DSL's receive regular updates.			(green)
There should be a DSL available at all times, plus responsibility for updates of the safeguarding policies		• DSL (CG) and DDSL (XS) and DDSL (NP) are available either in school or at home by phone. (See rota) • DSL will receive regular updates and amend policy on a regular basis. • See addendum to the addendum for the Safeguarding policy.			(green)

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		• CPOMS will be used to pass on any information to the DSL's			
Contact for the LADO and WCF social care and safeguarding delivery		http://www.worcestershire.gov.uk/downloads/file/12402/education_and_early_help_bulletin_covid-19_update_18_-_8_april_2020 https://www.safeguardingworcestershire.org.uk/wp-content/uploads/2020/05/2020-05-07-Covid-19-Service-Delivery-for-Social-Care-Safeguarding-Services-Executive-Summary-V.07JK.pdf DSL's aware			
Making sure that someone is responsible for continuity in safeguarding leadership?		• There is a DSL. Two Deputy DSL's and a plan in the Addendum if there is an issue with the DSL's.			
Ensure a trained DSL is available, in-person, by phone or video link when required?		• Already in place and has worked effectively since closure. • A DSL is on rota to be in school. If we needed remote DSL we have a system already set up and has been used during closure.			
Ensure there is a nominated senior leader to be the onsite safeguarding lead?		• DSL's are on site according to the rota. • If there was an unforeseen situation when they were not then Safeguarding Addendum has a protocol.			
Staff should be aware of the new arrangements for DSLs and reporting concerns?		• No new arrangements expected to be needed. • Staff have been informed that they speak with the Senior manager on site if there was an issue and they would contact a DSL. • If this was impossible would inform WCF to support us and / or arrange to share a DSL with another setting.			
Are all who need to, aware of which children have social workers and how to contact them?		• Vulnerable list in staff room • CPOMS holds details of Social workers. • DSL's aware			
		•			
Do all who need to, know which children are CLA/PCLA, and who to contact for them?	http://www.worcestershire.gov.uk/virtualsetting	• Yes – DSL's			

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If you are a hub, how are you making sure that all staff understand that you have the responsibility for safeguarding all children and staff?		• Not a hub (although a First school used our site over ½ term. Proper risk assessment was done) Not planning any further sharing of school site.		
Considering remote safeguarding based upon staff knowledge of their children and the daily/weekly contact they have with their children and families		• Remote safeguarding is part of the plan if no Safeguarding manager on site. DSL's knowledgeable about the vulnerables based on prior knowledge. • Vulnerable list has been drawn up. • Families are contacted regularly to check – in. • The person contacting is familiar with the family		
Do all who need to know, know which children should be in setting and follow up when they do not attend?		• Contact has been made with those vulnerables who are classed as being able to attend the setting and are not. This is a regular contact. • Parentmail has been sent out asking who is coming back and who is not (yr 6) • List has been drawn up to make contact with those who should be in. To be done wb 1 June		
Who is ensuring emergency numbers and alternatives are kept up to date?	Are contact details up to date. For example emergency contacts where grandparents can no longer be used as an emergency contact	• http://www.worcestershire.gov.uk/phasedschoolsreopening • Head teacher. • Admin staff sent a parentmail • Parents, carers sometimes difficult to contact or do not inform school of changes		
How are you making sure that each vulnerable child/pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for CLA		• CPOMS provides an easily transferrable record. • Key staff are aware of CIN / CP / EHCP plans and names of social workers. • Not all CIN plans have been sent to us. • Telephone Pep meeting done during closure. DSL in contact with relevant Virtual School representative.		

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children the name of the relevant Virtual Setting Head?				
How are you keeping track and recording which staff are onsite daily?		• INVENTORY		
Have you checked that all record keeping is up to date for example with any relocated staff or volunteers and made sure that the appropriate checks have been made?		• No change in staffing. No change in details • SCR up to date		
Have the registered person/ owners/ managers ensured that the safer recruitment processes are clear and adhered to, E.g., being aware of anyone unknown to the setting offering themselves as a volunteer?		• NP trained in Safer Recruitment • A member of staff manages the SCR and we have clear processes and procedures • WCF are contacted for advice • No volunteers		
How are you ensuring staff are aware and understand that there may be an impact on the mental health of children, parents and staff or volunteers; and therefore, have access to whatever support may be available?		• Coronavirus COVID-19 frequently asked questions for settings - Health services http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/5 • https://www.babcockprime.co.uk/coronavirus-support-for-settings-settings-parents-and-children • Emotional Health and Wellbeing Services - Bulletin CV31 http://www.worcestershire.gov.uk/downloads/file/12512/education_and_early_help_bulletin_covid-19_update_31_-_6_may_2020 • Staff well-being survey done. • Mental health lead liaising with MIND to consider staff support • Mental health lead to review and develop current offer • Staff have been sent links re mental health / bereavement		

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			R	A	G
		- Parents have been sent parentmail signposting mental health support agencies and bereavement support - Website contains links to support - Early Help offer signposts support - Referrals can be made to our School mentor			

Theme 4: Staffing					
Consider:	**Suggestions / consideration**	**Issues & actions to manage risk**	**R**	**A**	**G**
What is the capacity of staff: - To be in setting? - If not able to be in setting, capacity to work from home?	Refer to DfE Planning Guide, section 2	Staff plan is issued on a rota basis according to staff able to attend the setting.			
Are all staff clear on the absence reporting system linked to COVID-19? How do the registered person/ owner/ managers know?		Staff absence reported as normal procedure, specifying reason for absence. All parties will be notified that there has been a suspected COVID case in school			
How are the registered person/ owner/ managers going to communicate and consult over the re-opening plan for their setting?		Staff TED on Monday 1st June to complete training. Regular updates from SLT thoughout lockdown periods.			
What minimum staffing will you require daily with the model of expansion/re-opening you have chosen?		NW arranged rota depending on staff feedback			
How will staff working arrangements be different and how will you involve them in this process?		Staff will be expected to stay with their specific group for the morning. Comfort breaks will be able to had due to a free member of staff to supervise the group while the teacher leaves the room. The toilets should have one person only. A sign has been put on the outside of the door to show whether the space is occupied. Staff room has been closed and all staff have been asked to provide their own drinks/food. No kettles/coffee makers/urns used in ANY classroom to prevent possible spread of any contaminants			

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		Staff may bring own children – these children must stay with member of staff at all times, work at the staff desk and should use the staff toilets			
When looking at staffing and/or volunteers and the changes being made, are there staff that could potentially be redeployed to support the setting working effectively?		We can refer to DADdy document that details staffing arrangements			
What support will staff require to effectively manage the return of children to setting?	Refer to DfE Planning Guide, Annex B	Training and lessons have been prepared for staff. SP Next phase teaching has been discussed with middle leaders with clear guidance and full discussions with all involved parties			
What plans have been thought of should managers have significant absence (at all staff levels)?		Depending on staff absence, the rota may be changed, additional staff brought in (from current staff on role) NW Setting may need to be closed			
How will managers evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?	Ensure staff are aware of resources the setting already links to. Signpost staff to Education Support (free, 24hr service for education workers) Write and issue staff with guidance on protecting and maintaining good mental health. Ensure that staff have a clear forum in setting for raising practical or emotional concerns that they may have about returning. Identify 'mental health' first aiders for staff and ensure that all staff know who these are and how to contact them.	We have a teacher who is trained by Cruse and volunteers. She has compiled a helpsheet, including resources. Well-being surveys have been sent Mental health lead exploring support from MIND Guidance has been sent to all staff via email signposting agencies who can support Mental health team have met to discuss how best to support and minutes have been sent to SLT Staff to be monitored carefully for signs of anxiety etc Senior leader has responsibility for home workers and has set up effective links to support them CG/ST			
How will recruitment be managed?		NP			
Do any staff contracts need to be issued, extended or amended in light of the current situation?		NP			

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Check current advice about staff appraisal and pay. If this is paused, what arrangements have been made and how has this been communicated with the staff it involves?		NP/SZT			
Prior to the current situation, were there any outstanding HR matters that require appropriate communication within timescales and deadlines, E.g., redundancy consultations?		NP/SZT			

Theme 6: Communication					
Consider:	**Suggestions / consideration**	**Issues & actions to manage risk**	**R**	**A**	**G**
CHILDREN:					
How are the registered person/owners/ managers/staff evaluating children's preparation and response to return to setting – what will happen if that is not positive? What will be in place to support and give additional home support to alleviate this?		Parent mail sent to parents regarding the return to school Video messages sent from Headteacher regarding return to school			

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How will the registered person/owners/ managers communicate with children returning to setting?	Produce posters that can be displayed around the setting in key locations and shared with parents to reinforce key messages around washing hands, social distancing etc. Clear procedures in place for the return of children and staff following illness.	This has been included in the learning lessons that will be delivered by individual teacher during the morning. This will be repeated on a daily basis to ensure the students understand what is expected.			
How will children be included in the consultation process at their level, so they understand the expectations and the reasons for the differences in their daily setting life?		Students will be considered throughout the day and have the opportunity to comment and discuss with their class teacher about the differences that they might be experiencing.			
PARENTS:					
How will the registered person/owners/ managers communicate with parents during the various phases of re-opening/expansion? What on-going weekly/regular communication could be used to ensure parents are kept well-informed? How will the registered person/owners/ managers manage the different perspectives of parents feeling fearful of sending their child to setting and those who are worried about their child falling behind?	Utilise technology as much as possible to keep lines of communication open. Consider video link/email/setting social media/newsletter.	Regular updates via video messages from head teacher and parent mail will be sent to parents. Parents not on parent mail with have separate phones calls from staff. Any parents that show concern will be called by a member of staff and their issues will be discussed.			
STAFF:					

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How will staff communicate with each other throughout the setting day?	Use of staff radios to communicate with duty staff and to support social distancing measures.	Each toilet group will set up their own messaging group. Staff can use email and mobile phones to message for comfort breaks and infomation			
To have a clear 'day one' plan in place that is well understood by all. Communication with staff pre and post reopening.	Managers to carefully map day one activities to support children as they return.	TED training on 1st June plus regular emails updating staff Powerpoint of lessons is sent to staff SP			
Transition to school	Communication between setting staff (inc SENCos) and the receiving school is essential. Work with schools to plan school transition visits if possible. If not, plan other ways of ensuring children have contact with school, using technology, photographs of the new environment etc. Refer to EY transition toolkit Lack of face to face contact. Transfer of Safeguarding files complex	Video prepared by SJ for pupils coming to setting Year 8 transition RL DSL's to contact First school and High Schools via Teams to discuss pupils. Also arrange transfer of files in a safe manner to prevent transmission of infection. Files not to be touched for at least 72 hours/gloves used and hand hygiene followed.			

Risk Assessment Review Dates

Review Date:	Reviewed by:	Changes made?
18/06/20	RS/CG	Yes