

**RISK ASSESSMENT FOR COVID-19 FULL RETURN TO SCHOOL SEPTEMBER 2020
JUNIOR SCHOOL**

DESCRIPTION OF RISK	ACTIONS TO MITIGATE INHERENT RISK
RISKS RELATING TO ONSITE COVID TRANSMISSION	
Poorly informed staff do not uphold necessary standards and protocols	<ol style="list-style-type: none"> 1. Written staff guidance, staff version of risk assessment and other key documents to be distributed before inset 2. A staff Hub page to be created to host all documents 3. All staff to be briefed appropriately at staff inset on 1/2 Sept before possible opening 4. Individual conversations with staff to inform 5. JS SMT to monitor upholding of arrangements and provide frequent reminders to staff 6. COVID arrangements to be agenda item at staff and JS SMT meetings 7. Clinically vulnerable and clinically extremely vulnerable staff to receive specific communication from HR regarding advice for these groups
Inadequate first aid provision enables COVID transmission and non-identification of COVID victims	<ol style="list-style-type: none"> 1. Full time nurse to be present in the Junior School 2. Medical Room to be relocated to MFL Room to facilitate appropriate provision: better ventilation, social distancing, etc 3. Nurse to create, update and share a COVID specific first aid policy in line with most recent government guidance 4. All staff to be briefed on policy at inset and parents sent policy with accompanying letter 5. Pupils, staff and parents able to refer to nurse for advice 6. Nurse to be aware of appropriate protocols for treating suspected COVID symptoms and aware of appropriate reporting channels 7. Nurse to be aware of pupils with pre-existing medical conditions 8. Nurse to encourage staff and pupil testing if become ill with COVID so as to inform return to school or action to protect their group 9. Appropriate PPE equipment available to nurse for treating suspected COVID symptoms, including disposable gloves, aprons, surgical masks and visors. There is also a supply of N95 masks and visors for use in acute cases of suspected COVID. 10. Nurse to wear PPE in case of need for any intimate care 11. A room designated as an isolation first aid room to reduce transmission, including to other children seeing the nurse for everyday first aid, will be the Senior School designated isolation Room
Inadequate PPE enables COVID transmission	<ol style="list-style-type: none"> 1. Each classroom and workspace to be provided with a PPE bag of mask, gloves, tissues and wet wipes 2. Nurses to have appropriate PPE to enable safe supervision and care of a suspected COVID case (see below)
Inadequate management of a suspected/ confirmed case of COVID on site.	<ol style="list-style-type: none"> 1. Nurses to create, update and share a COVID specific first aid policy in line with updated government guidance 2. All staff to be briefed on policy at inset and parents sent policy with accompanying letter 3. Display posters of symptoms around School 4. Nurses to be aware of appropriate government guidance for treating suspected COVID symptoms and aware of appropriate reporting channels 5. Pupil or adult with suspected symptoms and awaiting collection from school should be moved to an isolation room (Senior School designated isolation room) with adult supervision (at least 2m apart) or adult supervision with PPE if distance cannot be maintained

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	<ol style="list-style-type: none"> 6. If the above person needs to go to the toilet before collection, they should use the staff/disabled toilet and it be suitably cleaned afterwards 7. Pupils and staff who have helped/been in close contact with anyone unwell should wash hands/use sanitiser 8. Area around the unwell person should be suitably cleaned 9. Nurse to encourage staff and pupil testing if become ill with COVID symptoms so as to inform return to school or action to protect their group 10. Nurse to alert JS SMT of any child or member of staff sent home with suspected COVID symptoms and to alert JSSMT of their return after negative testing or of any positive testing
<p>Poor understanding of NHS Test and Trace at school and amongst parents facilitates Covid transmission</p>	<ol style="list-style-type: none"> 1. School nurses and JS SMT to read, digest and promote the NHS Test and Trace process 2. Process to be incorporated into revised COVID Policy 3. Nurses to brief staff on this process at staff inset 4. Nurses to summarise process in letter to parents before term starts 5. Nurses to liaise with parents of symptomatic children and staff to direct towards testing 6. Parents and staff to inform nurses of test results and nurses to keep Headmaster and Deputy Head informed. 7. Nurses, through liaison with Headmaster and Deputy Head, to direct those with positive tests to follow appropriate stay at home guidance 8. Nurses, through liaison with Headmaster and Deputy Head, to monitor that pupils and staff are self-isolating in cases where a household member has been tested positive or is awaiting test results or is symptomatic 9. Nurses to keep a record of all instances of testing and self-isolation that they are made aware of and share with SMT daily 10. Headmaster shared letter with parents about COVID testing from the Chief Nurse and Interim Chief Medical Officer of the NHS Test and Trace on 25.09.20 11. Headmaster alerted staff and parents to the launch of the NHS COVID-19 app
<p>Poor management of confirmed cases amongst staff or pupils enables COVID transmission</p>	<ol style="list-style-type: none"> 1. JS SMT and nurse to create and maintain an internal school action plan of what to do following a positive case. This will be informed by school's existing Critical Incident Plan, ongoing updates from DfE and school experience shared with Senior School 2. Headmaster to contact the DfE helpline immediately school becomes aware of a positive test amongst pupils or staff and liaise with local health protection team if directed to do so 3. Headmaster, with support of JS SMT and nurse, to work with DfE (and health protection team if required) to determine and carry out actions, i.e. sending home those who have been in close contact with person testing positive. 4. School actions to be led by DfE with possibility of local health protection team 5. Headmaster or Deputy Head to communicate more widely with staff or parents as necessary 6. Names or details of those with COVID are not to be shared unless essential to protect others 7. Teaching staff to record seating plans of all classes to inform communications with DfE

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	<p>8. Instances of two or more confirmed cases within 14 days or an overall rise in sickness absence where COVID is suspected, may indicate an outbreak and close liaison with the DfE/health protection team by the Headmaster will be needed to facilitate further action, e.g. mobile testing unit</p>
Spillages of bodily fluids facilitate COVID transmission	<ol style="list-style-type: none"> 1. Cleaning to follow government guidance and school's first aid policy 2. Children and staff in group to move to Junior School Hall 3. Unwell child or adult to go to Senior School isolation room if appropriate
Contact from COVID carriers leads to COVID transmission	<ol style="list-style-type: none"> 1. Those known to have COVID symptoms or are awaiting testing results or have someone in their household who has tested positive, is symptomatic or is awaiting test results should not attend and follow stay at home guidance 2. COVID policy, staff inset and communications with parents along with self-declaration by visitors must emphasise the above message
Visitors transmit COVID into school	<ol style="list-style-type: none"> 1. Parents/carers not to enter the school site 2. Minimise visitors where possible. Check whether absolutely essential, whether they can be postponed or whether business can be conducted remotely 3. Visitors to the 'Junior School' should be pre-booked and communicated 4. All visitors to the 'Junior School' to go to school reception and never further into buildings unless risk assessed and Headmaster or Deputy Head made aware 5. All visitors to receive, sign and give in at the Lodge a declaration form of fitness to be present 6. All visitors to be sent a COVID Visitor Risk Assessment highlighting key measures and requirements of visitors from this risk assessment 7. Visitor sponsor to be responsible for supervision of visitor throughout and to remind them of measures and requirements of visitors 8. Visitors to provide their own COVID risk assessment ahead of visit to the school if their visit involves anything more than speaking to pupils or staff, i.e. school photographer, workshop organisers 9. School Office to retain a record of visitors' contact details to support NHS Test and Trace 10. Meeting venues and arrangements to allow for social distancing. Meetings to take place either outside or in a suitably sized room depending on the number of attendees, with adequate ventilation 11. Contractors and deliveries to social distance 12. Ensure contractors are aware of responsibilities by reviewing their risk assessments, ensuring compliance with school's provisions and requirements and giving them a briefing on arrival, covering hygiene and social distancing 13. A COVID Admissions Risk Assessment to be created to highlight specific measures taken to support on-site assessments of pupils, parental drop off and pick up of pupils as well as small group tours for parents of pupils offered places. Complementary communications to be sent to parents ahead of such visits

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<p>Poor personal hygiene (hand cleaning) enables COVID transmission</p>	<ol style="list-style-type: none"> 1. Proper personal hygiene messages to be shared with staff at inset, with parents in letters and with pupils at a virtual assembly by nurse at start of term 2. Staff to constantly reiterate importance of personal hygiene to pupils: regular cleaning of hands and not touching eyes, mouths and noses 3. Handwashing routines/songs to encourage proper 20 second cleaning 4. Handwashing/sanitising at arrival at school, before and after breaks, immediately before and after eating, before going home and when entering and leaving any new classroom 5. Hand sanitizers in all classrooms, staff spaces and key communal areas (inside and outside). Staff to teach pupils on safe and correct usage, i.e. avoiding eyes and ingesting 6. Sinks in Infant classrooms, science lab and art/DT room to be provided with soap and paper towels to enable hand washing and reduce pressure on toilets 7. Personal hygiene routines and behaviour expectations to be embedded into school culture as described above
<p>Inadequate toilet protocols enable COVID transmission</p>	<ol style="list-style-type: none"> 1. Limited numbers of pupils using toilets at any time determined by number of sinks 2. Only pupils from one group to use toilets at one time 3. Downstairs toilets for Infants and Year 3; upstairs toilets for Years 4/5/6 4. Government guidance indicates that different groups do not need to be allocated their own toilets 5. Signage and posters with key hygiene messages of importance of washing hands after going to the toilet. Messages constantly reiterated by staff 6. Toilets to be regularly cleaned through the day 8. Staff to stagger toilet use before breaks and control toilet visits
<p>Poor respiratory hygiene enables COVID transmission</p>	<ol style="list-style-type: none"> 1. Proper respiratory hygiene messages to be shared with staff at inset, with parents in letters and with pupils at a virtual assembly by nurse at start of term 2. Staff to constantly reiterate key respiratory hygiene message of 'catch it, bin it, kill it' 3. Tissues available in all classrooms 4. Tissues into labelled rubbish bins with lids and not recycling bins 5. Hands to be washed after use of a tissue 6. Rooms to be as well ventilated naturally as possible and staff to take responsibility for opening and closing windows and keeping internal and external doors open 7. In cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the room 8. To balance the need for increased ventilation while maintaining a comfortable temperature it may be appropriate to open high level windows in preference to low level ones to reduce draughts, to increase ventilation when spaces are unoccupied and to rearrange furniture where possible to avoid direct draughts 9. Heating should be used as necessary to ensure maintenance of comfortable levels

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	<ol style="list-style-type: none"> 10. Internal doors should be opened to assist in creation of a throughput of air 11. External opening doors may also be opened to support ventilation 12. Air conditioning in Form 1 and 2 classrooms not to be used 13. Winter uniform permitted from an earlier date than normal to enable children to stay warm and reduce possibility of colds and similar symptoms to COVID with resulting testing and impact on school attendance 14. Pupils and staff encouraged to wear additional layers of appropriate uniform/clothing to stay warm in ventilated rooms 15. Respiratory hygiene routines and behaviour expectations to be embedded into school culture as described above 16. Face coverings not currently recommended for primary aged children. Children who wear coverings travelling to and from school should wash hands after disposing disposable coverings in covered bins or after placing in personal bag 17. All FCS pupils (including those of primary age) are now required to wear face coverings whilst travelling on coaches 18. Staff can wear coverings if they wish, ensuring appropriate wearing, storage, disposal and cleaning of hands 19. Staff requested to wear face coverings when they are moving around inside and outside of buildings when not in lessons, classrooms, their own offices or socially distanced in the staff room or staff work room 20. Parents waiting at gate recommended to wear face coverings
<p>Sharing of resources /touch points enables COVID transmission</p>	<ol style="list-style-type: none"> 1. Reduce unnecessary sharing of door handles by having doors kept open where possible 2. Groups to have majority of indoor lessons in consistent classrooms and reduce movement to other rooms unless a curriculum necessity, e.g. music, science, computing, maths sets. 3. French lessons to be held in form rooms 4. Pupils to use consistent desks and chairs 5. Pupils to wipe down desks and chairs where a classroom is shared by different classes 6. Pupils to have own pencil stationery and avoid sharing of resources (Infant pupils to be provided with personal stationery and Junior pupils to provide their own) and kept in pencil cases, pupil trays and bags 7. Pupils to provide their own aprons for art/DT to avoid sharing 8. Staff to provide pupils with individual frequently used and shared items, e.g. glue sticks 9. Classroom based resources, such as books and games, can be used and shared within the group 10. Resources shared between groups, such as sport, art and science equipment, should be frequently cleaned and between group use or rotated to allow them to be unused for 48 hours (72 for plastics) between use by different groups 11. Pupils are allowed to bring in bags 12. Wearing of sports kit on days of sport/drama/dance reduces need to bring games bags into school 13. Pupils and teachers can take books and other shared equipment home, although unnecessary sharing should be avoided. Hands should be cleaned before and after their use and it may be appropriate to clean resources 14. Individual cloakroom areas to be assigned to each class 15. 4D to be provided with pegs in classroom to reduce congestion in cloakroom and mixing with Year 5 16. Handwashing sinks to be signposted as not for drinking water

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	<ol style="list-style-type: none"> 17. Water fountains to be signed as not in use 18. Water bottle refilling stations to be created and promoted 19. Unnecessary resources to be removed from classrooms 20. Remove unnecessary soft furnishings, soft toys and difficult to clean items 21. Regular clothes washing of uniform and sports kit encouraged 22. Shared classroom resources to be cleaned regularly and usually after use by a group, e.g. iPads, PCs, musical instruments 23. Separate sports/break time equipment for each group 24. Adventure playground only to be used by the Infant group and hands washed after use 25. Each classroom and space to have a 'hygiene pack' of basic PPE and cleaning materials. Teachers to indicate when they require replenishing. 26. Teachers to wash hands and surfaces, before and after handling pupils' books and can wear gloves 27. Teachers to clean shared board pens before and after use 28. Shared staff office resources, such as photocopiers and paper guillotines, to be wiped after use and hands sanitised 29. Shared spaces to be pre-booked for lessons and activities to avoid multiple groups using at the same time 30. Pupils reminded not to touch personal possessions of other children, e.g. water bottles, food 31. Pupils not to bring any trading cards, marbles, or similar potentially shared items to school
<p>Inadequate cleaning regime enables COVID transmission during the day or to cleaners</p>	<ol style="list-style-type: none"> 1. Deep clean of premises before reopening 2. Cleaners trained to follow government COVID cleaning advice 3. Define and implement an enhanced cleaning schedule 4. Appropriate PPE for cleaners, e.g. gloves and safe cleaning, disposal and removal methods for these 5. Additional cleaning of touch points through the day at appropriate times, e.g. handles 6. Each room to have a covered recycling bin and a covered waste bin (which includes for tissues) 7. Bursary to ensure sufficient orders and supplies of hygiene materials
<p>Inadequate minimisation of contact between individuals and inadequate social distancing enables COVID transmission</p>	<ol style="list-style-type: none"> 1. Overarching principle to be followed is to reduce the number of contacts between children and staff through keeping groups separate (in bubbles) and maintaining distance between individuals; i.e. reducing the network of possible direct transmission 2. Pupils to remain within a consistent group. Group composition designed to enable curriculum and co-curriculum provision and school events. Groups are: Reception, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6 3. Within the Year 3 to Year 6 groups, try to keep the two classes apart as far as possible, i.e. where shared lessons and co-curricular activities enable without undermining provision 4. Pupils to remain within their group and groups to be kept physically separate at all times 5. Each group to use a consistent play area (or part of) at play time: MUGA/Sports Hall, playground, Adventure Playground and fields when dry. Playtimes will not need to be staggered as there are sufficient play areas to keep groups separate. Pupils in different classes within the Year 3 to 6 groups can mix within their group and between the two classes at break times

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| | <ol style="list-style-type: none"> 6. Staff to discourage playground games that involve close proximity, e.g. tag 7. Co-curricular provision to be arranged around groups and avoid mixing of groups 8. Foundation Coach Service will have children from different groups on board 9. After School Care will utilise more rooms and spaces within rooms to keep groups separate 10. Unused furniture to be removed from rooms and shared spaces, e.g. corridor cupboards 11. Social distancing promoted at all times; however, there is recognition that Early Years (especially) and primary age children may not be able to do so at all times 12. Groups to have majority of indoor lessons in consistent classrooms and reduce movement to other rooms unless a curriculum necessity, e.g. music, science, computing, maths sets 13. Teachers and staff to supervise movement of pupils between lessons, to and from breaks and before and after school to reduce possible mixing of groups 14. Pupils' pegs outside classrooms can be used and arranged in groups 15. Adults should aim to maintain 2 metre distance from each other and from children, when circumstances allow, recognising that this is difficult with younger children. Taped areas at front of class near teacher desk to support children and staff in such distancing 16. Adults should avoid close face to face contact and minimise time spent within 1 metre of anyone 17. Staff to discourage pupils from touching staff and their peers whenever possible, accepting that this is not possible for the youngest pupils 18. Desks to be arranged so that pupils face forwards and pupils are sat side by side. 19. Some Exhibition Area stools removed to encourage distancing 20. Reception group desks to be maintained to benefit the developmental and educational needs of the very youngest 21. Screens to be made available to place in front of teaching staff, between staff workstations and between facing computers in IT Room 22. Increase ventilation as much as possible by keeping windows and doors open, where safe. Teaching staff on arrival to open windows and doors and close at departure 23. Brief transitory passing in corridors, playground and stairs considered low risk 24. Reduce congestion at pinch points, stairs and in corridors through staff supervision of groups moving between lessons and to breaks. Staff to accompany pupils and hand over to their next teacher 25. Years 1 and 2 to use their classroom external doors to reduce need to pass through Entrance by School Office 26. Year 3 to exit building via fire door on ground floor so enabling a one-way system 27. Floor arrows to promote pupil movement 28. No gatherings of more than one group together, i.e. Infants can have an assembly, a year group can meet, while distancing between children should be promoted and enabled 29. School Council and Eco-Council (with pupils from different groups) can still meet with significant social distancing as very occasional 30. Regular assemblies will take place (on Mondays, Thursdays and Fridays) with one year group or three Infant classes socially distanced in attendance and assembly 'broadcast' live through Teams to classrooms 31. No pre-school and post school play times 32. Staff to maintain social distance in staff spaces (see below) |
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	<ul style="list-style-type: none"> 33. Limits on number of children going to toilets at any one time determined by number of sinks and should be from one year group. Staff and posters to promote 34. Use of floor signs to encourage social distancing, i.e. in corridors 35. Wearing of a face covering or face mask in schools is not recommended for primary children by government and so pupils are not required to wear them (but may do if safe and desired). The exception to this is when it is required – e.g. a member of staff dealing with a symptomatic individual when less than 2m away. Masks to be disposed of in lidded waste bins and hands washed afterwards
<p>Inadequate pupil dropping off and collection procedures enable COVID transmission</p>	<ul style="list-style-type: none"> 1. Staggered arrivals/pick-ups and breaks to reduce group mixing, while not reducing the overall amount of teaching time 2. All pupils to arrive on school campus from same access point (Hillsborough Road Junior School Gate) 3. Security staff to be informed of this sole access for Junior School parents so that they can be directed to Hillsboro Gate 4. Staggered drop offs with Infants bubble at 8:25am and Juniors between 8:10am and 8:25am. Later children to go straight to own classrooms with social distancing promoted by staff on gate duty and in playground 5. Staggered pickups (Infants at 3:15pm; Y3 at 3:20pm; Y4 at 3:25pm; Y5 at 3:30pm and Y6 at 3:35pm) 6. One carer per pupil encouraged and siblings discouraged 7. Carers to social distance when waiting outside on pavement and gatherings of parents discouraged 8. Parents requested to wait with other parents of children in the same year group and on school side of Hillsboro Road to enable non-school pedestrians to use other pavement 9. Social distancing outside school promoted through markings 10. Sign-posted and supervised one-way queuing system for parents and pupils 11. Closed gate to prevent carers and pupils from entering at wrong time 12. Headmaster or Deputy Head to supervise gate at drop off and pick up 13. Roadside barriers put around yellow zig zag road markings to provide more passing and waiting space 14. 'Slow Down' signs created and displayed at either end of Hillsboro Road for vehicle drivers 15. Infant Tutors/TAs to collect pupils from gate at drop off to enable important socially distanced interaction with parents 16. A Teaching Assistant to look after Infant siblings dropped off early with Juniors and at pick-up until Juniors collected to reduce parental waiting 17. Teachers to bring pupils to pick up and supervise with social distancing until carer arrives 18. Pupils to wash hands at arrival and departure with hand sanitizers 19. Parents and pupils informed that only Junior School Hillsboro Gate to be used 20. A School Street has been implemented on Hillsboro Road from 12.11.20 to support the safety of active travellers to school and in the neighbourhood
<p>COVID transmission in staff areas where social distancing</p>	<ul style="list-style-type: none"> 1. Staff to social distance in staff room and staff encouraged to socialise in limited numbers at social distance around school. Recommend maximum of six staff in staff room 2. Only one staff member to use upstairs or downstairs kitchen at any time

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<p>and resource sharing protocols not followed</p>	<ol style="list-style-type: none"> 3. Staff meetings to be held in well ventilated Hall to maximise social distancing 4. Social distancing to be maintained in shared offices. Promote through posters and appropriately spaced furniture and screens 5. No more than four staff to use staff work room at any one time 6. Sports staff to use IT Room computers so as to reduce shared use of sports offices, ie to one and two people in those offices 7. Only Office staff to be in Reception Office. Physical barriers at Reception Office to reduce transmission 8. Receptionist/Office Staff to devise an appropriate system for the hand over/collection and storage of mobile phones at Receptionist counter 9. Only adults to access corridor outside offices and one at a time, including around downstairs photocopier to avoid congestion
<p>Music provision facilitates COVID transmission, e.g. singing and playing of brass and woodwind instruments</p>	<ol style="list-style-type: none"> 1. Lessons or activities involving playing wind or brass instruments, shouting or singing should only take place in appropriate space, as large as possible – possibly even outside 2. Maximise social distancing 3. Choirs limited to small sizes, i.e. no more than 15 4. Singing in class lessons to be for short spells, at low volume in largest room possible with ventilation 5. Pupils positioned back to back or side to side 6. Avoid sharing of instruments and ensure good ventilation when these activities must take place inside 7. No singing by large numbers in assemblies
<p>Poorly planned and resourced sports, dance and drama lessons facilitate COVID transmission</p>	<ol style="list-style-type: none"> 1. Pupils should be kept in consistent groups and social distancing maximised 2. Have separate equipment for each group 3. Equipment thoroughly cleaned between each use by different individual groups 4. Physical contact activities avoided 5. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not. 6. Sport governing bodies advice can be used to guide. 7. No fixtures with other schools planned for the beginning of term and until government guidance/sports governing bodies suggest it is safe to do so 8. Children to come to school changed in PE kit on days with sport, drama and dance to avoid need for changing
<p>Individual or very small group lessons, e.g. learning support, individual music lessons, LAMDA enable COVID transmission</p>	<ol style="list-style-type: none"> 1. Staff involved should aim for 2m distancing from pupils and should avoid close face to face contact and minimise time spent within 1m of pupils 2. Learning support lessons to relocate into empty classrooms or social spaces, e.g. MFL 3. Rooms should be suitably ventilated

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Flexible and open nature of After School Care (ASC) facilitates COVID transmission	<ol style="list-style-type: none"> 1. Children from different groups to be in different adjacent rooms with staff patrolling rooms with Infants remaining in Exhibition Area with constant adult supervision 2. Junior children to have own stationery resources. Infants to be provided 3. Games to be allocated to groups to avoid sharing 4. Parents to buzz ASC from Hillsboro Gate and gap student to bring children out to parents
Library use facilitates COVID transmission	<ol style="list-style-type: none"> 1. Maximise ventilation with windows and door 2. Signage to promote social distancing 3. Remove unnecessary furniture and remove soft furnishing, e.g. padded seats and replace with plastic chairs 4. Screen in front of Librarian's desk 5. Any shared PC equipment to be cleaned between users 6. Pupils and staff to wash hands when entering and departing library 7. Staff to strive to remain at 2m distance from pupils 8. Returned books to be held for 72 hours before processing and return to shelf 9. Only pupils from a single group to use library at any one time, i.e. a break and lunch time rota to be used and promoted
Inadequate risk assessment within subject specific areas facilitates COVID transmission	<ol style="list-style-type: none"> 1. Subject coordinators to create COVID specific risk assessments detailing how those subjects will implement specific measures to reduce COVID transmission 2. These risk assessments will be shared with staff involved in those subjects and hosted on the staff Hub with the main risk assessment 3. These risk assessments to be reviewed by subject coordinators every half term
Second Hand Uniform Shop use enables COVID transmission	<ol style="list-style-type: none"> 1. Donated clothes to be left at Townley Gate or at Hillsboro Gate with staff who will wash hands afterwards 2. Donated clothes to be left 48 hours before sorting 3. Sales to be held outside in playground to promote social distancing (or Sports Hall if wet) 4. Visiting parents to book time slots 5. Clothes not to be tried on at sale 6. Gloves to be worn when touching clothes 7. Card transactions only
Co-curricular provision enables COVID transmission	<ol style="list-style-type: none"> 1. Co-curricular provision to follow same principles as outlined for school operation in this risk assessment 2. Co-curricular coordinator to inform non-teaching staff of these guidelines 3. Clubs should be for children from one group only or split into sub-groups with additional staff 4. Arrival at clubs to be supported through suitable staff supervision at Hillsboro Gate for pre-school events, after lunch and by tutor at the end of the day 5. After clubs, staff to deliver pupils to registration or parents (at Hillsboro Gate)

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<p>Inadequate safety measures in kitchens, food preparation and servery and dining areas leads to COVID transmission</p>	<ol style="list-style-type: none"> 1. Break time biscuits to be distributed by staff using gloves 2. Supervising staff to remain with pupils and stagger arrivals and departures 3. Pupils and staff to socially distance when eating 4. Signage and furniture arrangements to encourage social distancing 5. One-way system to minimise congestion 6. Handwashing/sanitising stations for pupils and staff to be used ahead of collecting and eating food 7. Pupils to sit in their bubbles, distanced from other bubbles 8. Separate dining area for staff allowing social distancing and staff able to have take-away meals 9. Caterers advised to comply with DfE 'guidance for food businesses on coronavirus (COVID-19' 10. Holroyd Howe Remobilisation Pack details measures for implementation including: 11. All staff will maintain social distancing (relevant posters will be displayed in kitchen and back of house) 12. Sneeze screens and physical barriers purchased from nominated suppliers if required 13. Returning staff members will complete relevant risk assessment paperwork and mandatory online training prior to starting date 14. Deep clean of the kitchen and back of house will be arranged pre-opening 15. Enhanced cleaning will be performed daily, including cleaning of tables and chairs between sittings 16. All pupils with allergies meal requirements will be accommodated
<p>Poor communications undermine safety measures and enable COVID transmission</p>	<ol style="list-style-type: none"> 1. Share government guidance for parents with parent body emphasising the systems of controls on prevention and response 2. Share specific government guidance for schools with appropriate staff working on site, e.g. Early Years 3. Host risk assessment on school website 4. Staff working on site to be sent specific guidance as relates to them from this risk assessment 5. Parents to be sent appropriate guidance to reassure, inform and protect their children 6. Pupils to receive ongoing reminders from staff 7. Emphasise that no pupil or member of staff should come onto the school site if they have COVID symptoms or have tested positive in the last ten day 8. Teaching staff to be given additional guidance regarding structure of day, timetabling, etc as described above 9. Teaching staff to have inset briefings before pupils return to discuss and clarify all arrangements and their role in these 10. Parents to be surveyed at regular intervals, e.g. half termly, regarding COVID communications and arrangements
<p>Pupils/staff who have been advised to shield or self-isolate return to school and catch COVID</p>	<ol style="list-style-type: none"> 1. Government advice is that the vast majority of pupils and staff who had been shielding or self-isolating can return to school 2. Pupils and staff should only not attend school if clinical or public health advice dictates this 3. Parents and staff to be sent latest government guidance and advised to follow it 4. Parents and staff with concerns should discuss with nurses and/or Headmaster/Deputy Head

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	<ol style="list-style-type: none"> 5. School to ascertain awareness of which pupils and staff fall into these categories through information sharing, staff survey and parental disclosures
Transport to or from school by pupils or staff facilitates COVID transmission	<ol style="list-style-type: none"> 1. Parents, pupils and staff discouraged from using public transport and car sharing if possible 2. Parents, pupils and staff encouraged to use active travel means to travel to school through appropriate communications, e.g. Hub, letters and start of year information evenings 3. Active travel facilitated through additional cycle racks in grounds near Hillsboro Gate and PE kit being worn, thus negating need for carrying of PE kit bags 4. FCS (Foundation Coach Service) as dedicated transport provision will be able to run and will create its own risk assessment with agreement of Foundation Schools 5. FCS pupils will be able to use Townley Road Gate for safeguarding purposes 6. Those having to use public transport to be encouraged to follow government safer travel guidance and this should be circulated to parents and staff
Poorly risk assessed day trips enable COVID transmission	<ol style="list-style-type: none"> 1. Non-overnight domestic educational visits can resume if considered absolutely essential by JS SMT and cannot be replicated remotely or on site 2. EVC policy to be revised to reflect COVID related risks and mitigation measures and EVC Coordinator to support trip leaders in these assessments 3. Pupils to remain in consistent group that they would be in at school 4. COVID secure measures at venues and on transport to be determined
Outreach events enable COVID transmission between schools and staff	<ol style="list-style-type: none"> 1. No hosting of on-site outreach events until SMT decide that risk is sufficiently low 2. Heber pupils using Forest School, like our pupils, to wash hands before and after and not to use the toilet facilities
RISKS RELATING TO SAFEGUARDING/PUPIL AND STAFF WELFARE	
Normally robust safeguarding culture diluted or not followed	<ol style="list-style-type: none"> 1. Junior School DDSLs (the Headmaster and Deputy Head) will be on site each day and accessible to all 2. Parents and staff to be reminded of the above 3. In their absence DSL or other DDSLs (section heads) to be contacted 4. On site staff to be aware of possible anxiety of returning children 5. Safeguarding Policy to reflect revisions to KCSiE and government COVID safeguarding guidance (through a COVID Addendum), to be introduced at staff training/inset and be appropriately signposted and available 6. Normal onsite registration and absence reporting procedures to be followed and any unexplained absence to be followed up

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	<ol style="list-style-type: none"> 7. Deputy Head to liaise more regularly with nurses and tutors regarding any concerns, especially related to long absence for some from school
Normally robust staff recruitment process not followed	<ol style="list-style-type: none"> 1. Normal robust staff recruitment procedures should be followed, e.g. advertisement of post, application documentation, pre-appointment checks 2. Interviews can be carried out remotely if required 3. Recorded remote lessons can be requested instead of observations 4. Live remote lessons can be arranged with appropriate safeguarding measures
School community not aware that school attendance is mandatory from September and so pupils continue to suffer disrupted education	<ol style="list-style-type: none"> 1. Headmaster to communicate mandatory attendance to parents in pre-term letter and make staff aware at inset 2. School to follow normal recording of school attendance and follow up absences 3. Pupils self-isolating in line with public health or clinical advice will not need to attend school and will be offered remote education 4. DDSLs (Headmaster and Deputy Head) to liaise with DSL in cases of non-attendance to determine further action 5. Nurses or Deputy Head to discuss concerns with families who may be anxious to return, offering reassurance of measures in place
Staff not properly aware of expectations of attendance resulting in anxiety and staff absence	<ol style="list-style-type: none"> 1. Expectation of full staff attendance shared in email at end of Trinity term along with staff guide explaining process for communications with management if there are anxieties 2. Staff with known health vulnerabilities to be communicated with individually and government guidance shared and conversations had about risk mitigation 3. Specific government guidance to be shared with pregnant staff and to inform maternity risk assessments 4. Staff concerns and thoughts to inform risk assessment and its reviews 5. Risk assessment to be shared with all staff ahead of inset where it will be further discussed 6. All changes to staff routines and expectations to be explained to staff in guidance and inset ahead and should be reasonable
Fear/anxiety caused by return to School causing negative mental health effects (staff, pupils, parents)	<ol style="list-style-type: none"> 1. Provide staff, pupils and parents with details of changes to minimise the risk of them contracting the virus at the school. 2. In planning and communications, base information on most recent government guidance 3. Identify any specific concerns that employees, pupils, and/or parents may have, using questionnaires and conversations, and address these concerns where possible 4. Make reasonable adjustments where possible to alleviate concerns on a case by case basis, taking into account ONS information about clinically vulnerable groups, including members of staff from the BAME community, those in certain age groups and those with underlying medical conditions 5. Review and update any Bereavement Procedure
Adapting to new routines, timetables, school environment	<ol style="list-style-type: none"> 1. Staff to be made aware of such issues through staff meetings

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and social distancing causes anxiety, stress and mental health issues	<ol style="list-style-type: none"> 2. Deputy Head, with support from appropriate coordinators, to lead planning for reintegration activities upon return that rebuild friendships and social engagement 3. Timetabling to provide time for suitable reintegration and pastoral support 4. Safeguarding Policy addendum recognises such issues and will be basis for staff training ahead of reopening
Pupils working remotely (i.e. due to self-isolation) go off 'radar'	<ol style="list-style-type: none"> 1. Tutors to liaise directly with parents of individual pupils to agree provision and expected involvement of individual in live teaching and form sessions and then monitor 2. Handing in of work to be monitored and chased as necessary 3. Pupils to be raised in Pupil News section of staff meeting 4. Deputy Head to keep close scrutiny of absences, liaising with nurses and Receptionist
Pupils (especially EYFS or those with SEND) failing to understand or adhere to social distancing measures, creating disciplinary issues	<ol style="list-style-type: none"> 1. Staff to explain reasons for social distancing measures in age appropriate language 2. School day, classroom, play times and Dining Hall to be arranged to facilitate social distancing 3. Appropriate conversations had with individual children requiring more support and guidance 4. Repeated contravention to be treated as per other infringements of school rules and as per behaviour policy 5. Recognition in government guidance that social distancing will be challenging for EYFS and some primary pupils 6. Usual behaviour policy and expectations apply and these can be applied to specific requirements for social distancing and hygiene outlined elsewhere 7. Addendum to Behaviour Policy to be published and shared with staff
Parental complaint arising from pupils failing to adhere to social distancing measures	<ol style="list-style-type: none"> 1. Measures and expectations explained in initial communications with parents 2. Measures and expectations explained to pupils and staff 3. Constant staff supervision of pupils 4. Photographic evidence of measures taken to promote social distancing to be kept
SEND children's needs not being adequately provided for in school	<ol style="list-style-type: none"> 1. Generous staff-pupil ratio to support needs of such pupils 2. Full learning support provision to resume upon return 3. Weekly meeting of JS SMT with Learning Support Coordinator to provide opportunity for monitoring 4. Staff to raise concerns regarding individual pupils at Pupil News in staff meeting
RISKS TO OPERATION AND GOVERNANCE OF SCHOOL	
Inadequate pre-opening checks mean that buildings and	<ol style="list-style-type: none"> 1. Under leadership of Bursar 2. Deep cleaning of school 3. Water testing for temperature, flow and legionella checks

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resources are not ready at opening	<ol style="list-style-type: none"> 4. Fire alarm panel, system and extinguishers in date and serviced 5. Review of waste procedures 6. Kitchen equipment deep cleaned 7. Pest control services recorded, deficiencies identified and actioned 8. Heating system including fuel levels checked 9. Gas supply, venting and valves checked 10. Air conditioning ducts and units checked and reviewed. Air conditioning (where available) not to be used, e.g. in Form 1 and 2 11. Ventilation through opening of as many windows and doors as possible 12. Electrical tests up-to-date including emergency lighting and PAT 13. Security including access control and intruder alarm system 14. School vehicles registered, insured, maintained and stocked with appropriate hygiene materials if used 15. Governor visit to site prior to re-opening by governor with particular oversight for health and health and safety
Fire evacuation and new fire hazards causing a fire incident	<ol style="list-style-type: none"> 1. Review fire risk in the light of changes to site and procedures 2. Site being checked for fire risk over summer 3. Staff to be briefed on evacuation procedures in area of school where they work inset 4. Staff to brief children on this procedure on first day back 5. Review staffing and fire knowledge on-site (adequate presence of fire wardens) 6. Refresh training as necessary and ensure all staff on site are aware of their responsibilities 7. Roll of staff and pupils onsite to be retained by admin staff 8. Ensure pupils who may be in an unfamiliar part of the School are reminded on what to do in the event, taking account of new location 9. Usual evacuation procedure in case of fire alarm sounding 10. Annual announced fire drill held on 11.9.20
Absence of key staff due to COVID or other illnesses	<ol style="list-style-type: none"> 1. Key staff (like all staff) to be alert to their own safety and report any symptoms 2. Staff not to be on-site if concerned over health 3. Staff to utilise testing service and made aware of its existence by nurse 4. Appropriate staffing levels planned and able to maintain provision with some staff absence. 5. Staff to work remotely if necessary 6. If Junior School Headmaster incapacitated, then Deputy Head to cover with support of JS SMT 7. If a JS nurse incapacitated, then a SS nurse to be used as cover if other JS nurse unavailable to cover
Over-working of teaching staff and support staff	<ol style="list-style-type: none"> 1. JS SMT to work closely with Head of HR in monitoring staff morale, reporting to HM and Head of HR reporting to Bursar for support staff 2. Invitation in regular communication to all staff about passing on any work concerns 3. Staff to be surveyed on COVID arrangements and welfare at regular intervals, e.g. half termly

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<p>Not maintaining a 'broad and ambitious' curriculum in all subjects</p>	<ol style="list-style-type: none"> 1. Staggered arrivals, departures and any playtime and lunchtime arrangements should not reduce overall teaching time 2. Normal school timetable to be followed with normal staffing 3. Teachers to assess pupil learning during period of remote learning in summer term (especially of new children) and modify teaching and curriculum to ensure children have had opportunity to catch up 4. In Reception teachers to assess and address gaps in language, early reading, maths, phonic knowledge and extending vocabulary 5. In Key Stage 1 and 2 there should be a particular focus on identifying gaps and progress in phonics, reading, increasing vocabulary, writing and maths 6. An almost 'normal' co-curricular programme to be provided 7. Staff to be briefed at inset and guidance of this ambition
<p>Not providing sufficient physical activity</p>	<ol style="list-style-type: none"> 1. All children to have outside playtimes at morning break and lunchtime in spaces allocated to groups 2. All curriculum sports lessons to continue and be informed by the guidance of individual sports 3. Sports provision to follow broader guidance described in this risk assessment regarding groups, supervision, sharing and cleaning of resources 4. Changing arrangements to be revised to provide pupils with more space
<p>School's contingency for remote provision is not planned sufficiently well to cater for possible scenarios of individual pupils needing to self-isolate at home, groups needing to self-isolate or full school closure</p>	<ol style="list-style-type: none"> 1. Director of Studies to plan for these scenarios with JS SMT support 2. Staff to be briefed on expectations at inset and as required 3. Video cameras to be linked to PCs in every classroom over summer holidays 4. Appropriate Hub and Teams groups to be set up ahead of September and old pages and groups to be deleted or archived 5. Staff to be surveyed that they have appropriate technology to enable provision 6. Feedback from Virtually Alleyn's remote provision to inform any potential future provision, notably increasing live sessions 7. Provision to be explained to parents ahead of term and as occasions arise 8. Pupils to be appropriately briefed at start of term and as necessary
<p>Insufficient executive oversight and management of planning reopening</p>	<ol style="list-style-type: none"> 1. JS SMT and School Administrator to meet during summer holidays to plan 2. Reopening to be agenda item for JS SMT and staff meetings
<p>Governing Board not having sufficient oversight of executive decision-making and arrangements to confirm opening and review</p>	<ol style="list-style-type: none"> 1. Governing Board to receive outline of plans and risk assessments before reopening 2. Governing Board to receive ongoing reviews of reopening progress 3. All mitigating measures to be photographed and recorded as evidence
<p>Lack of appropriate insurance</p>	<ol style="list-style-type: none"> 1. Bursary to share risk assessment with school insurers and ensure that all necessary information is provided and any requirements met

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Poor control of reopening costs create financial risk	<ol style="list-style-type: none"> 1. Any additional staff request to be approved by Bursary 2. Unfurloughing of staff to be approved by Bursary 3. Expenditure on equipment and materials to be within budget limit set, and may not vary without Bursary approval
Shortage of onsite staff to enable re-opening of site and onsite educational provision	<ol style="list-style-type: none"> 1. Monitor staff absence on a daily basis. 2. Contingency timetable available in case of severe staff shortage, or some year groups to work remotely, or transfer to full remote working
Lack of awareness of local and national risk levels, guidance and advice leads to complacency or inadequate planning and protocols	<ol style="list-style-type: none"> 1. Nurse to track London R number and make JS SMT aware 2. Headmasters' PAs to distribute government guidance as well as from other educational bodies 3. JS SMT to read guidance and distribute as required 4. Headmaster and SMT to maintain awareness of Local COVID Alert Level Framework and the tiers for restriction for education summarised in annex 3 of the Contain Framework. At all local alert levels the expectation is that primary education should continue as normal. However, decisions on restrictions in schools will be taken locally on a case-by-case basis. Such awareness to inform preparation for potential remote provision

Simon Severino, 18.11.20, Version 8

To be reviewed weekly through standing agenda item at staff and JS SMT meetings and updated fortnightly

Risk Assessment is informed by the following:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus>

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

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<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>

<https://www.gov.uk/guidance/contacts-phe-health-protection-teams>

<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

<https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/>

<https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

<https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield>

<https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/>

<https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes>

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

<https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19>

<https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm>

<https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm>

<https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings>

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>

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<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation>

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.gov.uk/government/publications/coronavirus-outbreak-faqs-what-you-can-and-cant-do/coronavirus-outbreak-faqs-what-you-can-and-cant-do>

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

<https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19>

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

<https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-decision-makers>

<https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020>

<https://www.gov.uk/guidance/new-national-restrictions-from-5-november>