

**ALLEYN'S JUNIOR SCHOOL (JS) RISK ASSESSMENT AND REGISTER (including Safeguarding and Health and Safety):
REOPENING FROM 8 MARCH, LENT 2021**

DESCRIPTION OF RISK	ACTIONS TO MITIGATE INHERENT RISK
RISKS RELATING TO ONSITE COVID TRANSMISSION	
<p>Poorly informed staff do not uphold necessary standards and protocols</p>	<ol style="list-style-type: none"> 1. Written staff guidance, staff version of risk assessment and other key documents to be distributed before reopening 2. A staff Hub page to be created to host all documents 3. All staff to be briefed appropriately at a meeting on Friday 5 March 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 JS staff and JS SMT meetings 7. Staff sent updated versions of risk assessments with changes highlighted. Staff meetings and further emails to support 8. Staff starting post March 2021 to receive induction on COVID risk assessment 9. Clinically vulnerable and clinically extremely vulnerable staff to receive specific communication regarding advice for these groups
<p>Inadequate first aid provision enables COVID transmission and non-identification of COVID victims</p>	<ol style="list-style-type: none"> 1. Full time JS Nurse to be present in the JS 2. Medical Room to be relocated to MFL Room to facilitate appropriate provision: better ventilation, social distancing, etc 3. JS 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 March briefing and parents sent policy with accompanying letter 5. Pupils, staff and parents able to refer to JS Nurse for advice 6. JS Nurse to be aware of appropriate protocols for treating suspected COVID symptoms and aware of appropriate reporting channels 7. JS Nurse to be aware of pupils with pre-existing medical conditions 8. JS Nurse to encourage staff and pupil testing if become ill with COVID so as to inform return to school or action to protect their bubble 9. Appropriate PPE equipment available to JS 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. JS 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 JS Nurse for everyday first aid, will be the Senior School designated isolation Room
<p>Lateral flow testing procedure risks COVID transmission</p>	<ol style="list-style-type: none"> 1. Testing procedure to be checked against DfE/PHE advice 2. Communications with staff/parents/pupils to be issued beforehand 3. Separate risk assessment for testing to be published along with latest whole-school risk assessment 4. Consent and privacy form to be issued 5. Extra staff to be deployed for testing procedure 6. Test instructions to be clearly on view and well publicised 7. Staff training and PPE sufficient for purpose to be allocated to staff, according to PHE guidelines

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	<ol style="list-style-type: none"> 8. Tests to be laid out and administered strictly according to guidance 9. Staff testing to follow guidance with clear communication 10. Proper social distancing methods and good hand and respiratory hygiene to be emphasised at all times 11. Engagement with local health protection team and NHS Test and Trace if positive results to continue, as took place in Advent Term 12. Staff testing regime at home to be communicated
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. JS Nurse 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. JS Nurse 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 ahead of September start and then staff and parents to be sent revised policy ahead of January start 3. Posters of symptoms to be displayed around School 4. JS Nurse 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 to 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 6. If the above person needs to go to the toilet before collection, they will 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 to wash hands/use sanitiser 8. Area around the unwell person to be suitably cleaned 9. JS 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. JS Nurse to alert JS SMT of any child or member of staff sent home with suspected COVID symptoms and to alert JS SMT of their return after negative testing or of any positive testing
Poor understanding of NHS Test and Trace at school and amongst parents facilitates Covid transmission	<ol style="list-style-type: none"> 1. JS Nurse and JS SMT to read, digest and promote the NHS Test and Trace process 2. Process to be incorporated into revised COVID Policy 3. JS Nurse to brief staff on this process at March briefing 4. JS Nurse to summarise process in letter with attached COVID Policy to parents before March reopening 5. JS Nurse to liaise with parents of symptomatic children and staff to direct towards testing 6. Parents and staff to inform JS Nurse of test results and JS Nurse to keep JS Head and Deputy Head informed. 7. JS Nurse, through liaison with JS Head and Deputy Head, to direct those with positive tests to follow appropriate stay at home guidance 8. JS Nurse, through liaison with JS Head 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

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	<ol style="list-style-type: none"> 9. JS Nurse to keep a record of all instances of testing and self-isolation that School are made aware of and share with JS SMT daily 10. Letter shared with JS parents about COVID testing from the Chief Nurse and Interim Chief Medical Officer of the NHS Test and Trace on 25.09.20 11. JS Head alerted staff and parents to the launch of the NHS COVID-19 app 12. JS Head to alert staff and parents ahead of holidays that any positive case detected within first six days of holiday following display of symptoms within two days of school contact should be communicated with the school so that school led contact tracing could be initiated. Parents asked to inform school after holidays of any positive cases during holidays
Poor management of confirmed cases amongst staff or pupils enables COVID transmission	<ol style="list-style-type: none"> 1. JS SMT and JS 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. JS Head 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. JS Head, with support of JS SMT and JS 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. JS Head 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 8. In instances of two or more confirmed cases within 14 days or an overall rise in sickness absence where COVID is suspected, which might indicate an outbreak, there will be close liaison with the DfE/health protection team and the JS Head to facilitate further action, e.g. mobile testing unit
Spillages of bodily fluids facilitate COVID transmission	<ol style="list-style-type: none"> 1. Cleaning to follow government guidance and School's COVID specific first aid policy 2. Children and staff in group to move to JS Hall 3. Unwell child or adult to go to Senior School isolation room if appropriate 4. Toilet to be made available for sole use of symptomatic children to use while awaiting collection
Contact from COVID carriers leads to COVID transmission	<ol style="list-style-type: none"> 1. Those known to have COVID symptoms or who are awaiting testing results or have someone in their household who has tested positive, is symptomatic or is awaiting test results, will not attend school and will be told to follow stay at home guidance 2. COVID policy, staff briefing and communications with parents along with self-declaration by visitors to emphasise the above message 3. JS staff to be encouraged to voluntarily have an on-site test in the week before March reopening and then to use home testing kits to assist detection of asymptomatic cases

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<p>Visitors transmit COVID into school</p>	<ol style="list-style-type: none"> 1. Parents/carers to be prevented from entering the school site 2. School to minimise visitors where possible. All staff to check whether absolutely essential, whether they can be postponed or whether business can be conducted remotely 3. Visitors to the JS to be pre-booked and communicated 4. All visitors to the JS to go to JS reception and never further into buildings unless risk assessed and JS Head or Deputy Head made aware 5. All visitors to receive, sign and hand in to 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. JS 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 maintain 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
<p>Poor personal hygiene (hand cleaning) enables COVID transmission</p>	<ol style="list-style-type: none"> 1. Personal hygiene messages to be shared with staff at briefing, with parents in letter and with pupils through a video before the March reopening 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 to occur 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 to be provided 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 8. Staff to use lateral flow tests bi-weekly as means of speedily identifying possible infection, and thereby reducing risk of transmission.

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<p>Inadequate toilet protocols enable COVID transmission</p>	<ol style="list-style-type: none"> 1. Numbers of pupils using toilets at any time to be limited and determined by number of sinks 2. Only pupils from one group to use toilets at one time 3. Downstairs toilets to be allocated for Infants and Year 3; upstairs toilets for Years 4/5/6 4. Signage and posters to be displayed with key hygiene messages about importance of washing hands after going to the toilet. Messages constantly reiterated by staff 5. Toilets to be regularly cleaned through the day 6. 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. Respiratory hygiene messages to be shared with staff at briefing, with parents in letters and with pupils through a video before March reopening 2. Staff to constantly reiterate key respiratory hygiene message of 'catch it, bin it, kill it' 3. Tissues to be made 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. All offices to be checked that adequate ventilation is possible, with any concerns addressed. Staff reminded of the importance of keeping doors and windows open. Checks and further communication to be undertaken at appropriate intervals. 10. Heating to be used as necessary to ensure maintenance of comfortable levels 11. Internal doors to be opened to assist in creation of a throughput of air 12. External opening doors will also be opened to support ventilation 13. Air conditioning in Form 1 and 2 classrooms will not be used 14. Winter uniform to be permitted (should the weather require that) so that children stay warm and reduce possibility of colds and similar symptoms to COVID with resulting testing and impact on school attendance 15. Pupils and staff to be encouraged to wear additional layers of appropriate uniform/clothing to stay warm in ventilated rooms 16. Respiratory hygiene routines and behaviour expectations to be embedded into school culture as described above 17. Face coverings not currently recommended for primary aged children. Children who wear coverings travelling to and from school to wash hands after disposing disposable coverings in covered bins or after placing in personal bag 18. All Foundation Coach Service pupils (including those of primary age) to be required to wear face coverings whilst travelling on coaches

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	<ol style="list-style-type: none"> 19. Staff to wear coverings and visors if they wish when teaching or working, and to ensure appropriate wearing, storage, disposal of face-covering and cleaning of hands 20. Staff 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 21. Staff to be reminded of need for safe storage of face coverings and to wash hands before and after touching. Similar messages given to FCS coach children 22. Parents waiting at gate to be reminded to wear face coverings
<p>Sharing of resources /touch points enables COVID transmission</p>	<ol style="list-style-type: none"> 1. Unnecessary sharing of door handles to be reduced by keeping doors open where possible 2. Groups to have majority of indoor lessons in consistent classrooms and movement to other rooms to be kept to a minimum. Will only occur if it is 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 use own pencil stationery and avoid sharing of resources (Infant pupils to be provided with personal stationery and Junior pupils to provide their own). Stationery to be 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 but resources shared between groups, such as sport, art and science equipment, to be frequently cleaned, especially between group use and equipment should be rotated to allow resources to be unused for 48 hours (72 for plastics) between use by different groups 10. Pupils to be permitted to bring in bags 11. Pupils to wear sports kit on days where sport/drama/dance is timetabled to reduce need to bring games bags into school 12. Whilst pupils and teachers could take books and other shared equipment home, all to be reminded to avoid unnecessary sharing. Hands to be cleaned before and after their use and, where appropriate, resources to be cleaned. 13. Individual cloakroom areas to be assigned to each class 14. 4D to be provided with pegs in classroom to reduce congestion in cloakroom and mixing with Year 5 15. Handwashing sinks to be signposted as not for drinking water 16. Water fountains to be signed as not in use 17. Water bottle refilling stations to be created and promoted 18. Unnecessary resources to be removed from classrooms 19. Unnecessary soft furnishings, soft toys and difficult to clean items to be removed 20. Regular clothes washing of uniform and sports kit to be encouraged 21. Shared classroom resources to be cleaned regularly and usually after use by a group, e.g. iPads, PCs, musical instruments

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	<ol style="list-style-type: none"> 22. Separate sports/break time equipment to be provided for each group 23. Adventure playground only to be used by the Infant group and hands to be washed after use 24. Each classroom and space to be provided with a 'hygiene pack' of basic PPE and cleaning materials. Teachers to indicate when they require replenishing. 25. Teachers to wash hands and surfaces, before and after handling pupils' books and to be permitted to wear gloves if they choose 26. Teachers to clean shared board pens before and after use 27. Shared staff office resources, such as photocopiers and paper guillotines, to be wiped after use and hands sanitised 28. Cushioned seats in staff room to be replaced by plastic seats 29. Shared spaces to be pre-booked for lessons and activities to avoid multiple groups using at the same time 30. Pupils to be reminded not to touch personal possessions of other children, e.g. water bottles, food 31. Pupils to be reminded 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. Premises to be deep cleaned before March reopening 2. Cleaners to be trained to follow government COVID cleaning guidance 3. An enhanced cleaning schedule to be defined and implemented across the school 4. Appropriate PPE to be provided for cleaners, e.g. gloves, and cleaners to be reminded of safe cleaning, disposal and removal methods for these 5. Additional cleaning of touch points to occur 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, the two classes to be kept 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. (Number of separate play areas means there is no need to stagger playtimes.). Pupils in different classes within the Year 3 to 6 groups to mix within their group and between the two classes at break times 6. Staff to discourage playground games that involve close proximity 7. Co-curricular provision to be arranged around groups and avoid mixing of groups

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| | <ol style="list-style-type: none"> 8. Foundation Coach Service will have children from different groups on board and all children are required to wear face coverings and maintain social distancing where possible. 9. After School Care to 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 to be promoted at all times; (whilst recognising that it may not be possible to maintain consistently with Early Years (especially) and primary age children) 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 to be used and arranged in groups 15. Adults to aim to maintain 2 metre distance from each other and from children, when circumstances allow, recognising that this is difficult with younger children. Areas at front of class near teacher desk to be taped to support children and staff with distancing 16. Adults to 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. All Exhibition cloth-topped stools to be removed and replaced with smaller number of plastic chairs to encourage distancing and enable easier cleaning 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. Ventilation to be increased 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. Whilst, brief transitory passing in corridors, playground and stairs is considered low risk, congestion to be reduced 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 24. Years 1 and 2 to use their classroom external doors to reduce need to pass through entrance by School Office 25. Year 3 to exit building via fire door on ground floor so enabling a one-way system 26. Floor arrows to promote pupil movement 27. Pupils and staff asked not to pass through Music School unless necessary for lessons in order to reduce potential cross contamination with Senior School pupils and staff 28. No gatherings of more than one group together to be permitted, i.e. a year group can meet, while distancing between children should be promoted and enabled. Infant assemblies to run with the three classes distanced 29. Occasional meetings eg: School Council and Eco-Council (with pupils from different groups) to meet with significant social distancing |
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	<ol style="list-style-type: none"> 30. Regular assemblies to 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. Pre-school and post school play times to be cancelled 32. Staff to maintain social distance in staff spaces (see below) 33. Limits on number of children going to toilets at any one time to be imposed, determined by number of sinks available for one year group. Staff and posters to be used to promote this 34. Floor signs to be used to promote social distancing, i.e. in corridors 35. Whilst wearing 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, they are to be permitted to do so if safe and desired). Staff, visitors and parents to wear face coverings as described above. 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>	<ol 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 to run 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 to run (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 to be encouraged and siblings discouraged 7. Carers to social distance when waiting outside on pavement and gatherings of parents discouraged 8. Parents to be 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 to be promoted through markings 10. Sign-posted and supervised one-way queuing system to be set up for parents and pupils 11. Gate to be kept shut to prevent carers and pupils from entering at wrong time 12. JS Head or Deputy Head to supervise gate at drop off and pick up 13. Roadside barriers to be put around yellow zig zag road markings to provide more passing and waiting space 14. 'Slow Down' signs to be created and displayed at either end of Hillsboro Road for vehicle drivers 15. Infant Tutors/Teaching Assistants 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 to be informed that only Junior School Hillsboro Gate to be used 20. A School Street on Hillsboro Road to support the safety of active travellers to school and in the neighbourhood

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	21. Parents requested to abide by government guidance on social mixing and childcare bubbles
COVID transmission in staff areas where social distancing and resource sharing protocols not followed	<ol 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 3. Staff meetings to be held remotely initially until meetings in well ventilated Hall to maximise social distancing are deemed appropriate 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, i.e. 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 to avoid congestion 10. Downstairs photocopier moved to more open corridor to reduce potential staff congestion
Music provision facilitates COVID transmission, e.g. singing and playing of brass and woodwind instruments	<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 well-ventilated space, as large as possible - possibly even outside 2. Staff to 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 to be positioned back to back or side to side 6. Pupils to avoid sharing of instruments and ensure good ventilation when these activities must take place inside 7. No singing to be permitted by large numbers in assemblies 8. See more detailed music risk assessment
Poorly planned and resourced sports, dance and drama lessons facilitate COVID transmission	<ol style="list-style-type: none"> 1. Pupils to be kept in consistent groups and social distancing maximised 2. Separate equipment to be provided for each group 3. Equipment to be thoroughly cleaned between each use by different individual groups 4. Physical contact activities to be avoided 5. Outdoor sports to be prioritised where possible, and large indoor spaces used where it is not. 6. Sport governing bodies advice to be used to guide. 7. No fixtures with other schools to be planned until government guidance/sports governing bodies suggest it is safe to do so

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	<ol style="list-style-type: none"> 8. Children to come to school changed in PE kit on days with sport, drama and dance to avoid need for changing 9. See more detailed sport, dance and drama risk assessments
Individual or very small group lessons, e.g. learning support, individual music lessons, LAMDA enable COVID transmission	<ol style="list-style-type: none"> 1. Staff involved to aim for 2m distancing from pupils and should avoid close face to face contact and to minimise time spent within 1m of pupils 2. Learning support lessons to relocate into empty classrooms or social spaces 3. Rooms to be suitably ventilated
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 10. See more detailed library risk assessment
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 to be shared with staff involved in those subjects, hosted on the staff Hub with the main risk assessment and sent to Bursary for review and collation 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. Shop items to be selected through online ordering and sent home with pupils, i.e. parents not on site

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	<ol style="list-style-type: none"> 4. AISA shop volunteers to work in shop (which is physically separate from school) under staff supervision, abiding by this risk assessment and not coming into contact with pupils 5. Gloves to be worn when touching clothes 6. Card transactions only or cash is quarantined
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 to 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)
Inadequate safety measures in kitchens, food preparation and servery and dining areas leads to COVID transmission	<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 groups, distanced from other bubbles 8. Separate dining area for staff (marquee) 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. Clear communication with parents, pupils and staff on catering arrangements to be issued beforehand 11. Holroyd Howe Remobilisation Pack details measures for implementation including: 12. All staff to maintain social distancing (relevant posters will be displayed in kitchen and back of house) 13. Sneeze screens and physical barriers to be purchased from nominated suppliers if required 14. Returning staff members to complete relevant risk assessment paperwork and mandatory online training prior to starting date 15. Enhanced cleaning to be performed daily, including cleaning of tables and chairs between sittings 16. All pupils with allergies meal requirements to be accommodated
Poor communications undermine safety measures and enable COVID transmission	<ol style="list-style-type: none"> 1. Government guidance for parents to be shared with parent body, emphasising the systems of controls on prevention and response 2. Specific government guidance for schools to be shared with appropriate staff working on site, e.g. Early Years 3. Host risk assessment to be published 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

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	<ol style="list-style-type: none"> 6. Pupils to receive ongoing reminders from staff 7. Comms to 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 days 8. Teaching staff to be given additional guidance regarding structure of day, timetabling, etc as described above 9. Teaching staff to have briefing 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
Pupils/staff who have been advised to shield or self-isolate return to school and catch COVID	<ol style="list-style-type: none"> 1. School to follow Government advice: namely that the vast majority of pupils and staff who had been shielding or self-isolating can return to school 2. Pupils and staff to 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 to discuss with JS Nurse and/or JS Head/Deputy Head 5. School to ascertain awareness of which pupils and staff fall into these categories through information sharing, communication with staff and parental disclosures 6. School to follow published guidance for any in this group 7. School to consider whether members of staff who are clinically extremely vulnerable should work from home
Transport to or from school by pupils or staff facilitates COVID transmission	<ol style="list-style-type: none"> 1. Parents, pupils and staff to be discouraged from using public transport and car sharing if possible 2. Parents, pupils and staff to be encouraged to use active travel means to travel to school through appropriate communications, e.g. Hub, letters 3. Creation of a school street on Hillsboro Road helps facilitate and promote active travel 4. Active travel facilitated through additional cycle racks in grounds near Hillsboro Gate and PE kit to be worn, thus negating need for carrying of PE kit bags 5. 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 6. FCS pupils able to use Townley Road Gate for safeguarding purposes 7. Those using public transport to be encouraged to follow government safer travel guidance and this should be circulated to parents and staff
Poorly risk assessed day and overnight trips enable COVID transmission	<ol style="list-style-type: none"> 1. Following current government guidance, no school trips are to take place 2. All future trips (day and overnight) can resume only if government guidance supports this and they are considered absolutely essential by JS SMT and cannot be replicated remotely or on site 3. EVC policy to be revised to reflect COVID related risks and mitigation measures and EVC Coordinator to support trip leaders in these assessments

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	<ol style="list-style-type: none"> 4. Pupils to remain in consistent group that they would be in at school 5. 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. Outreach partners to be supported virtually, i.e. through video recordings, or with delivery of monetary collections/goods for charities 3. Heber Primary 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 JS Head and Deputy Head) are 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. Staff to be aware of possible anxiety of returning children as well as separation anxiety between children in different groups 5. Safeguarding Policy reflects revisions to KCSiE and government COVID safeguarding guidance (through a COVID Addendum), introduced at September staff training/inset and appropriately signposted and available 6. Normal onsite registration and absence reporting procedures to be followed and any unexplained absence to be followed up 7. JS Deputy Head to liaise more regularly with JS Nurse and tutors regarding any concerns, especially related to long absence for some from school 8. Safeguarding message to accompany release of all filmed events reminding parents that films are not to be shared or uploaded on social media sites
Normally robust staff recruitment process not followed	<ol style="list-style-type: none"> 1. Normal robust staff recruitment procedures to be followed, e.g. advertisement of post, application documentation, pre-appointment checks 2. Interviews to 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, during lockdown and in all tiers and so pupils continue to suffer disrupted education	<ol style="list-style-type: none"> 1. JS Head to communicate mandatory attendance to parents in letters and make staff aware in communications 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 do not need to attend school and will be offered remote education 4. DDSLs (JS Head and Deputy Head) to liaise with DSL in cases of non-attendance to determine further action 5. JS Nurse or Deputy Head to discuss concerns with families who may be anxious to return, offering reassurance of measures in place

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<p>Staff not properly aware of expectations of attendance resulting in anxiety and staff absence</p>	<ol style="list-style-type: none"> 1. Expectation of full staff attendance shared with staff in emails 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 March briefing where it will be further discussed 6. All changes to staff routines and expectations to be explained to staff in guidance ahead of March briefing and should be reasonable
<p>Fear/anxiety caused by return to School causing negative mental health effects (staff, pupils, parents)</p>	<ol style="list-style-type: none"> 1. Parents reminded of their duty to ensure that their child must attend school unless a statutory reason applies 2. Provide staff, pupils and parents with details of changes to minimise the risk of them contracting the virus at the school. 3. In planning and communications, base information on most recent government guidance 4. Identify any specific concerns that employees, pupils, and/or parents may have, using questionnaires and conversations, and address these concerns where possible 5. 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 6. School to provide remote learning for those pupils who are unable to attend in line with Public Health England advice because they are self-isolating and have had symptoms or a positive test result themselves or because they are a close contact of someone who has COVID or if they are unable to attend due to quarantine restrictions 7. Review and update any Bereavement Procedure 8. Run regular staff surveys to audit wellbeing
<p>Adapting to new routines, timetables, school environment and social distancing causes anxiety, stress and mental health issues</p>	<ol style="list-style-type: none"> 1. Staff made aware of such issues through staff meetings 2. JS 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 briefing ahead of reopening
<p>Pupils working remotely (i.e. due to self-isolation) go off 'radar'</p>	<ol style="list-style-type: none"> 1. Tutors (under Direction of JS Director of Studies) 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. JS Receptionist to circulate a daily list of COVID related absences to inform registration coding and remote provision 3. Handing in of work to be monitored and chased as necessary 4. Pupils to be raised in Pupil News section of staff meeting

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	5. JS Deputy Head to keep close scrutiny of absences, liaising with JS Nurse 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 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 letters for parents ahead of March reopening 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 re-opening checks at start of each term mean that buildings and resources are not ready at opening	<ol style="list-style-type: none"> 1. Pre-opening checks to operate under leadership of Bursar 2. Bursar and his team to ensure: <ul style="list-style-type: none"> ○ Deep cleaning of school in advance of opening ○ Water testing for temperature, flow and legionella checks ○ Fire alarm panel, system and extinguishers in date and serviced ○ Review of waste procedures ○ Kitchen equipment deep cleaned ○ Pest control services recorded, deficiencies identified and actioned ○ Heating system including fuel levels checked ○ Gas supply, venting and valves checked ○ Air conditioning ducts and units checked and reviewed

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	<ul style="list-style-type: none"> ○ Ventilation through Lower School air management system which removes stale air as well as blowing in fresh and filtered air to each classroom ○ Electrical tests up-to-date including emergency lighting and PAT ○ Security including access control and intruder alarm systems ○ School vehicles registered, insured, maintained and stocked with appropriate hygiene materials if used
Fire evacuation and new fire hazards causing a fire incident	<ol style="list-style-type: none"> 1. Bursar to review fire risk in the light of changes to site and procedures 2. Thorough check of site for fire risk 3. Staff to be briefed on evacuation procedures in area of school where they work at March briefing 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. Usual evacuation procedure in case of fire alarm sounding
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, report any symptoms and to follow the isolating and testing procedure as per government guidance 2. Staff not to be on-site if concerned over health 3. Staff to utilise testing service and made aware of its existence by JS Nurse 4. Appropriate staffing levels planned and able to maintain provision with some staff absence. 5. Staff to work remotely if necessary 6. If JS Head incapacitated, then Deputy Head to cover with support of JS SMT 7. If JS Nurse incapacitated, then Senior School Nurse to be used as cover in medium/longer term with JS Receptionist/School Administrator in short term
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 JS Head 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
Not maintaining a 'broad and ambitious' curriculum in all subjects	<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 and modify teaching and curriculum to ensure children have the opportunity to catch up

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	<ol style="list-style-type: none"> 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 March briefing and guidance of this ambition
Not providing sufficient physical activity	<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
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	<ol style="list-style-type: none"> 1. JS Director of Studies to plan for these scenarios with JS SMT support 2. Staff to be briefed on expectations at March briefing 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 5. Staff to be surveyed that they have appropriate technology to enable provision 6. Feedback from Always Alwyn's remote provision to inform any potential future provision 7. Provision, and when it can be accessed, to be explained to parents ahead of March return and as occasions arise
Insufficient executive oversight and management of planning reopening	<ol style="list-style-type: none"> 1. JS SMT and School Administrator to meet and ensure appropriate reopening procedures are in place 2. Reopening and subsequent ongoing and new arrangements kept under constant review and as an agenda item for JS SMT and staff meetings 3. Project management roles to be clearly defined, understood and deployed 4. SMT to pay close attention to responses from pupil, staff and parent surveys and amend procedures where appropriate
Critical (Key) Worker provision during period of school wide remote learning is not properly planned or exercised	<ol style="list-style-type: none"> 1. Oversight of JS provision maintained by JS Head with operation organised by JS Administrator (liaising with Assistant Head, Co-curricular and Partnerships in Senior School who leads that provision) 2. Details of provision to be communicated with all parents in order to establish need 3. Staffing model established from existing JS support staff 4. Staff provided with staff guidance and a bespoke risk assessment based upon measures in this risk assessment 5. Appropriate IT facilities and PPE resources provided to enable full access to remote education in a safe environment 6. Staff, pupils and parents to continue to follow all the on-site mitigating actions described in this risk assessment and these will inform regular reminders and communications

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Governing Board not having sufficient oversight of executive decision-making and arrangements to confirm opening and review	<ol style="list-style-type: none"> 1. Head to ensure that Governing Board receive outline of plans and risk assessments before reopening 2. Education Committee to have sight of initial plans 3. Head to communicate with Chair of Governors and Governing Board throughout 4. All mitigating measures to be photographed and recorded as evidence 5. Head to report to Governing Board on successes and development points associated with return to site, at next appropriate Governing Board meeting
Lack of appropriate insurance	<ol style="list-style-type: none"> 1. Bursary to share risk assessment with school insurers and ensure that all necessary information provided and any requirements met
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 4. Additional purchasing to be assessed in line with the needs and priorities outlined in the risk assessment
Shortage of onsite staff to enable re-opening of site and onsite educational provision	<ol style="list-style-type: none"> 1. SMT to 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. JS Nurse to track London R number and make JS SMT aware 2. JS and Senior School Heads' PAs to distribute government guidance as well as from other educational bodies 3. JS SMT to read guidance and distribute as required 4. JS Head 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, Head of Alleyn's Junior School, 01.03.21, Version 1

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

AJS	Alleyn's Junior School
CEV	Clinically extremely vulnerable

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DfE	Department for Education
DSL	Designated Safeguarding Lead
JS	Junior School
PHE	Public Health England
PPE	Personal Protective Equipment
P&A	'Personnel and Administration' – Dep Head
FCS	Foundation Coach Service
KCSIE	"Keeping Children Safe in Education"
RA	Risk Assessment
SDH	Senior Deputy Head
SS	Senior School
SMT	Senior Management Team

Risk Assessment is informed by the following:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf

<https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/articles/coronaviruscovid19infectionsinthecommunityinengland/characteristicsofpeopletestingpositiveforcovid19inengland22february2021>

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/annex-a-health-and-safety-risk-assessment>

<https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#part-1-people-who-develop-symptoms-of-coronavirus>

<https://www.gov.uk/guidance/making-a-childcare-bubble-with-another-household>

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection#tests-for-covid-19>

ALLEYN'S JUNIOR SCHOOL (JS) RISK ASSESSMENT AND REGISTER (including Safeguarding and Health and Safety): REOPENING FROM 8 MARCH, LENT 2021

<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>

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

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

<https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>

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

<https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020#part-b-guidance-for-dedicated-transport-to-schools-and-other-places-of-education-for-the-2020-to-2021-academic-year>

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

<https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools>

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

<https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note>

<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.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees>

<https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/>

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<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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

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

<https://www.gov.uk/government/publications/regulating-independent-schools>

https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19?utm_source=remote_education

<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>

<https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events>

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

<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/local-restriction-tiers-what-you-need-to-know?utm_source=1%20December%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

<https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings/contingency-framework-education-and-childcare-settings-excluding-universities>

<https://www.gov.uk/guidance/asymptomatic-testing-in-schools-and-colleges>

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

<https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/947867/Coronavirus_COVID-19_-_assessment_processes_for_selective_school_admissions.pdf

https://www.gov.uk/guidance/rapid-lateral-flow-testing-for-households-and-bubbles-of-school-pupils-and-staff?utm_medium=email&utm_campaign=govuk-notifications&utm_source=ca1c659b-95d6-490e-87c6-d6c09e85ecfb&utm_content=daily

https://www.gov.uk/government/news/all-households-with-children-of-school-aged-to-get-rapid-covid-19-tests-per-person-per-week?utm_medium=email&utm_campaign=govuk-notifications&utm_source=813f5236-80a6-4440-bd45-db9f6692837d&utm_content=daily