



*Inspiring All to Excellence*



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**Violet Way Academy**

# **COVID-19 Risk Assessment**

**Version 4**

*Revised 1<sup>st</sup> March 2021*

# Version 4 ( February 2021)

## COVID-19: Operational Risk Assessment for Violet Way Academy

*Please note: this risk assessment will be undertaken in conjunction with the guidance on full school reopening issued by the Department for Education as revised on February 24<sup>th</sup>, 2021. It is a live document that will be shared with parents, staff, and the wider community through the website. It reflects the guidance shared in relation to:*

**Guidance: What parents need to know about early year's providers, schools and colleges during COVID-19 Updated 24 February 2021**

**Actions for early years and childcare providers during the coronavirus outbreak**

**Implementing preventative measures in education settings with updates information in relation to:**

Prevention; Response to any infection; Attendance; Workforce; Safeguarding; School uniform; Wraparound provision and extra-curricular activities; behaviour expectation; contingency planning for outbreaks; Safe Remote Learning; Online Safety and Safeguarding (published by LGfL, which covers safe remote learning): Annex C of Keeping Children Safe in Education.

Assessment conducted by:	Maria Hamblin Senior Leaders Governors Staff	Job title:	Headteacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers, supply staff
Date of assessment:	February 24 <sup>th</sup> 2021	Review interval:	Ongoing	Date of next review:	April 2021- post full return
Related documents					
<b>Trust/Local Authority documents:</b> (Lisa Davies and Dawn Pope) Local protection Team meeting in regard to the update: 04.12.2020 with recommendations: <ol style="list-style-type: none"> <li>1. Ensure staff sit apart in the staff room with measures to stop any person sitting close to another. Encourage staff to go outside.</li> <li>2. Label the Tea/Coffee area – for one person only.</li> <li>3. Ensure wipes and cleaning materials by the fridge/ microwave to clean after every use.</li> <li>4. Ensure that lunchtime supervisors keep their distance as much as possible during lunchtimes.</li> <li>5. Cleaning after lunch must include underneath chairs.</li> <li>6. Toilets must have fans on all the time and cleaning fluid must be checked for appropriate alcohol levels. Detergents will be sprayed on clothes.</li> <li>7. Any safeguarding visits- large rooms and PPE</li> </ol> <p>New Guidance (February 2021) incorporates pupils who may bite or spit; vulnerable pupils; attendance; Lateral Flow Testing and PPA Equipment.</p>		<b>Government guidance:</b> <ul style="list-style-type: none"> <li>• <a href="#">Guidance: What parents need to know about early year's providers, schools and colleges during COVID-19</a> Updated 24 February 2021</li> <li>• <a href="#">Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a> (Updated 25 February 2021)</li> <li>• <a href="#">Guidance for full opening: special schools and other specialist settings</a></li> <li>• <a href="#">Actions for FE providers during the coronavirus (COVID-19) outbreak</a></li> <li>• <a href="#">Providing apprenticeships during the coronavirus (COVID-19) outbreak</a></li> <li>• <a href="#">Working safely during coronavirus (COVID-19)</a></li> <li>• <a href="#">Guidance for providers of holiday, breakfast and after-school clubs or other out-of-school settings for children during the coronavirus (COVID-19) outbreak</a></li> <li>• <a href="#">Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak</a></li> <li>• <a href="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)(14.12.2020)</a></li> <li>• <a href="#">Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak</a></li> <li>• <a href="#">School attendance: guidance for schools</a></li> <li>• <a href="#">Restricting attendance during the national lockdown: schools Guidance for all schools in England January 2021</a></li> </ul>			

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## Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	<b>Major:</b> Causes major physical injury, harm, or ill-health.	H	H	H
	<b>Severe:</b> Causes physical injury or illness requiring first aid.	H	M	L
	<b>Minor:</b> Causes physical or emotional discomfort.	M	L	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>1. Establishing a systematic process for partial opening or Lockdown, including social distancing</b>					
<b>1.1 Safeguarding</b>					
Safeguarding processes, procedures and culture are less effective with the Covid-19 adjustments	H	<ul style="list-style-type: none"> <li>The Child Protection and Safeguarding Policy (led and compiled by the Trust Safeguarding Forum and Designated Safeguarding Lead) reflects the response in relation to the welfare of all pupils through an addendum. VWA has regard to the statutory safeguarding guidance, Keeping Children Safe in Education 2021 January 2021 following Brexit . All staff and governors have revised the latest guidance. (January and February 2021)</li> <li>The Designated Safeguarding Lead (and deputy) will offer ongoing additional support to staff and children regarding safeguarding and welfare concerns. The handling of referrals to children's social care and other agencies where these are appropriate for VWA pupils will continue. The Designated Safeguarding Lead and SENDCO will co-</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Child Protection and Safeguarding shared at Trust Safeguarding sessions led by MH. (DSL) and in relation to Covid-19.</li> <li>HTs Report to LGB and the TB will be based on Covid-19 response and on-going issues.</li> <li>My Concern training to be undertaken in relation to whole staff aligned approach.</li> <li>Flu Immunisation 06.11.2020 will continue with agencies being</li> </ul>	M

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<p>ordinate multi-agency working within VWA School, including communication with school nurses or others complying with this RA.</p> <ul style="list-style-type: none"> <li>Any individual pupils who are self-isolating within the definition of being vulnerable will have systems in place to maintain regular contact. These will be recorded. (Teams, phone calls by SENDCo and Well Being Lead where required).</li> <li>If any vulnerable child is required to self-isolate, SAM, MD, KW or MH will notify their social worker (if they have one). An agreement will take place with the social worker regarding the best way to maintain contact and offer support to the vulnerable child.</li> <li>The Remote Learning Lead (SS) will liaise with class teachers to ensure that there are procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so. Remote \learning E-Safety will form part of the Learning Plan.</li> <li>Any visitors that will require to meet pupils will be expected to distance, meetings will be held in a large room and visitors will be expected to wear PPE and maintain a distance of 2 metres. (February 2021)</li> <li>The Child Protection and Safeguarding Policy (led by their designated safeguarding lead) has been revised to reflect the move to more remote education for most pupils apart from key workers and vulnerable children. A coronavirus (COVID-19) annex or addendum that summarises related changes has been undertaken but will be responsive now only in respect to Remote Learning if learners must shield or are learning from home due to a positive test.</li> <li>It is expected that at VWA there will always be a trained DSL (or deputy) available on site or a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from <a href="#">home.(11.01.20-21)</a> up until March 8<sup>th</sup> when all classes/ staff and pupils are expected to return in full.</li> </ul>		<p>recorded for Track and Trace. All measures for protection/ prevention will continue.</p> <ul style="list-style-type: none"> <li>Remote Learning Section- please see. (SS)</li> <li>Share the amended policy for safeguarding with all staff and the LGB. (03.03.2021)</li> <li>Shared on website 05.03.2021</li> </ul>	
<b>1.2 Net Capacity</b>					
Available capacity of rooms is reduced when social	M	<ul style="list-style-type: none"> <li>All pupils attending the premises on any given day comply with social distancing guidance; this will include grouping all children together and avoiding contact between groups.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Whole school (270 children)</li> <li>Staff to be provided with guidance and training 03.03.21.</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
distancing guidelines are applied		<ul style="list-style-type: none"> <li>Agreed timetable and arrangements confirmed for each year group/ Bubbles but <i>not on a rota basis</i>. The timetables will be shared with parents by 03.03.2021 following a whole staff review of the measures to be in place.</li> <li>Classrooms configured to reduce contact and maximise distancing between those in VWA wherever possible and ensuring that staff maintain distance from pupils as much as able.</li> </ul>		<ul style="list-style-type: none"> <li>RA will be published on the school website with the revised update.</li> <li>Leaders and all staff will continue to review procedures- <i>briefings</i> on a weekly basis.</li> </ul>	
<b>1.3 Organisation of Teaching Spaces</b>					
Classroom sizes may not allow adequate social distancing	M	<ul style="list-style-type: none"> <li>Classrooms re-modelled, with chairs and tables set up in rows as much as possible so that no pupils are facing each other.</li> <li>Year Reception to teach through continuous provision.</li> <li>Individual class teachers have reviewed where pupils will sit. Those pupils who have had low levels of engagement during lockdown and may require additional support will be seated nearer to the front. Any required small adaptation will be used at the class teacher's discretion, including moving unnecessary furniture out of classrooms to create more space and encourage ventilation.</li> <li>Clear signage displayed in classrooms promoting social distancing.</li> <li>Classes/ Year groups will predominantly stay together with their teachers.</li> <li>For children old enough, they will be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children (EYFS and Nursery) and some children with complex needs at VWA.</li> <li>Each pupil will have their own set of resources in an individual tray or pencil case on their desk space, to limit movement around the class.</li> <li>All classrooms and occupied spaces will remain well-ventilated. <i>See ventilation section.</i></li> <li>Classroom routines will incorporate cleaning hands more often than usual and <i>for 20 seconds</i> in specific washroom areas that are clearly delegated to year groups and bubbles.</li> <li>For younger children, the emphasis in class will be through their separated groups.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>All tables/ chairs in each class meet requirements</li> <li>Classroom resources ordered on an ongoing basis e.g., pencil cases.</li> <li>After School Clubs/ Wrap around Care will allow some mixing in wider groups for specialist teaching or wraparound care.</li> <li>Siblings may also be in different groups.</li> <li>Building classroom routines into school culture, supported by behaviour expectations, and helping ensure younger children, and those with complex needs, understand the need to follow them will be undertaken through daily reinforcement by staff.</li> </ul>	L

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		<ul style="list-style-type: none"> <li>Classroom groups/ bubbles will be consistent and sharing of rooms and spaces kept to a minimum.</li> </ul>			
<b>Large spaces need to be used to enable meetings and mealtimes</b>	M	<ul style="list-style-type: none"> <li>Limits set for large spaces (e.g. hall, sports hall, and dining hall) for meetings and school dinners. (one year group per room and pupils separated into classes). The Trust Catering Lead will meet and visit on a regular basis to review usage and safety.</li> <li>Design layout and arrangements in place to enable social distancing.</li> <li>Playground spaces and Forest Areas will be managed on a timetabled schedule and these will be supported through specific lunchtime supervisors who stay with their Bubbles.</li> <li>Groups of pupils will be kept apart, avoiding large gatherings such as assemblies or collective worship with more than one group.</li> <li>Through timetabling, groups will be kept apart and movement around the school site will be kept to a minimum. While passing briefly in the corridor or playground, staff and children will avoid creating busy corridors, entrances and exits. Staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups) are scheduled.</li> <li>Staff spaces are set up and used to help staff to distance from each other. Use of staff rooms is minimised, though there is an expectation that staff must still have a break of a reasonable length during the day at VWA.</li> <li>Staff PDMs in Spring will be hosted via Teams where possible to stop any large gatherings.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Policy amended no large gatherings (Assemblies)</li> <li>Outdoors to be used for PE where possible, if not Hall is able to be used</li> <li>Cleaning regime implemented between meal sittings including use of detergents.</li> <li>A cleaner will continue to be based on site all day. MH will meet with LH to monitor cleaning schedules and additional cleans.</li> <li>A cleaning schedule is in place that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> <li>-more frequent cleaning of rooms and shared areas that are used by different groups</li> <li>-frequently touched surfaces being cleaned more often than normal.</li> <li>-disposable black sacks/ disposable cups also used during lunchtimes.</li> <li>-Halls and larger spaces are cleared of unnecessary equipment where possible.</li> </ul> </li> </ul>	L
<b>1.4 Availability of Staff and Class Sizes</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
The number of staff who are available is lower than that required to teach classes in school as well as operate effective remote learning	H	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. Staff continue to use the Lateral Flow Test systems on a Wednesday and Sunday. MH is the Lead LFT and LE the Administrator. They will both ensure that there are always supplies of LFT to ensure that staff are able to continue testing.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>VWA art room used for any interventions following social distancing measures.</li> <li>Full use is made of testing to inform staff deployment.</li> <li>A blended model is implemented to ensure social distancing and SAGE guidance is implemented. Local contextual organisations and expectation whilst adhering to guidance.</li> <li>Supply teachers, peripatetic teachers and other temporary staff will continue to be able to move between schools whilst ensuring that they minimise contact and maintain distance from other staff.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>A record of staff attendance / COVID-19 symptoms / Family COVID-19 symptoms are kept.</li> <li>Staff work in class and bubbles.</li> <li>Staff can work across bubbles.</li> <li>Visiting staff permitted to attend school.</li> <li>Staff working across several bubbles' through the organisation adapt to promote social distancing and will be based in art room.</li> </ul>	L
<b>1.5 Attendance</b>					
Pupils may have fallen behind in their learning during school closures and achievement gaps may have widened	H	<ul style="list-style-type: none"> <li>From 8 March all children and students should return to school or college and attendance will be mandatory once again from this date. Clinically extremely vulnerable pupils are also advised not to attend school.</li> <li>Schools will continue to record attendance in the register and follow upon absences of all pupils who are expected to be in school.</li> <li>If vulnerable children and young people do not attend if they are shielding or prove positive from COVID-19, school will work together with the local authority and social worker (where applicable) to follow up with the parent or carer to support the learner through remote learning and regular check ins- considering the child's circumstances and their best interests.</li> <li>School will plan a full school day following guidance and within year group bubbles. Planning will focus on wellbeing on a Wednesday and wider opportunities for PE and PSHE.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>LE (School Office) will record daily attendance. This will also be included onto a One-Note (Staff Well-being from the ELT/HT meetings).</li> <li>The school office is closed There is a sign up saying it is. (Bring on Monday – leave in school and leave till half term).</li> <li>Attendance is shared with the ELT and other HTs on a fortnightly basis.</li> <li>HT Report will include attendance- whole school and vulnerable groupings.</li> </ul>	L



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		<ul style="list-style-type: none"> <li>Home Learning; Schools are not required to provide any support to parents who have withdrawn their child for EHE. It is for parents to be certain that home education is right for their child. Local authorities can provide support and guidance to families who elect to home educate but this is discretionary.</li> <li>Parents should plan holidays within school and college holidays as usual and avoid seeking permission to take your children out of school or college during term time. Parents should make sure any travel is in line with national travel guidance.</li> <li>Parents are required to keep in mind that they and their children may need to self-isolate when they return from a trip overseas.</li> </ul>		<ul style="list-style-type: none"> <li>Mrs. Dawson will support pupils/families with known and presenting attendance issues through a phone call or meeting.</li> <li>A communication will be shared with parents stressing that all children are expected to attend school from March 8<sup>th</sup>, 2021.</li> </ul>	
<b>1.6 Prioritising Provision including Remote Learning</b>					
The continued prioritisation of vulnerable pupils and other children who must shield or self-isolate	H	<p><b>Self-isolation and shielding</b> A small number of children and young people may be unable to attend in line with public health advice to self-isolate. Parents/carers should not send their child to school or college if they:</p> <ul style="list-style-type: none"> <li>have symptoms or live in a household with someone who has symptoms.</li> <li>have tested positive themselves, even if they do not have symptoms.</li> <li>live in a household with someone who has tested positive, even if that person does not have symptoms.</li> <li>are a close contact of someone who has coronavirus (COVID-19)</li> <li>are required to self-isolate for travel-related reasons.</li> </ul> <p>Plans are in place to meet the learning needs of the children who are unable to attend school due to self-isolation or shielding - work on class Teams and introducing Teams continues as part of the <b>Remote Learning Plan</b>.</p> <ul style="list-style-type: none"> <li>The remote education provided will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided will be, as a minimum and parents/ carers will be expected to contact VWA prior to the 8<sup>th</sup> March to state that their child is required to self-isolate/ shield. Evidence / paperwork will be required to confirm this:</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Specific home learning for pupils with SEND is identified and compiled by the SENDCo and through liaison with the Support Inclusion Lead and Remote Learning Lead (SS) Lead. This will include specific help and preparation to changes in routines. Annex B of latest guidance supports this.</li> <li>Surveys will be undertaken during the Spring Term to gauge responses to the return to school, learning attitudes, behaviours and quality of provision-response that is ongoing.</li> </ul>	L

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		<ul style="list-style-type: none"> <li>Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>If parents feel school is not providing remote education of a suitable quantity and quality, they will be encouraged to in the first instance raise their concerns with the teacher or Headteacher at VWA and, if the concerns are not resolved, to report the matter to Ofsted.</li> <li>In developing VWA's Remote Learning Plan, leaders have shared clear expectations that all staff will : teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.</li> </ul> <p>Staff have selected a digital platform for remote education provision that is used consistently across the school (Teams) in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use- Teams and Tapestry. School will strive to overcome barriers to digital access for pupils by:</p> <ul style="list-style-type: none"> <li>distributing school-owned laptops accompanied by a user agreement or contract providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. The most disadvantaged learners will be prioritised if remote learning to have access to devices.</li> </ul>			
<b>1.7 The School Day</b>					
<b>The start and end of the school day create risks of breaching social distancing guidelines</b>	M	<ul style="list-style-type: none"> <li>School will operate for normal hours. Where possible, we will continue with breakfast club and after school provision.</li> <li>Start and departure times are staggered and adjusted to keep groups apart on arrival and exiting school at the end of the school day whilst ensuring that the overall amount of teaching time is not lost. Parents will receive this information by 03.03.2021.</li> <li>Staff continue to visible and efficient in meeting the appropriate timings for arrival etc. to minimise bottle necks.</li> <li>Different entrances/exits with barriers are used to enter classrooms for different groups. This is fully communicated with parents and</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Staff reminders will continue an ongoing basis to ensure social distancing and SAGE guidance is consistently applied</li> <li>Information video to new parents regarding arrival to school and the school day.</li> <li>Parent communication is via Teams, bulletins, and text messages.</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<p>reviewed in staff briefings on a regular basis. Staff greet learners at the point of entry to school.</p> <ul style="list-style-type: none"> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. One-way system in and out of school. Parents and staff are expected to wear face masks.</li> <li>• Pupils who are late being collected stay with their adult from their bubble until collection.</li> <li>• Floor markings/ barriers and a one-way queueing system are visible where it is necessary to manage any queuing.</li> <li>• Attendance patterns have been optimised to ensure maximum safety.</li> <li>• Parents are alerted that they are not encouraged to come onto the school site without an appointment.</li> <li>• Some pupils with SEND and behaviour needs will receive specific help and preparation for the changes to routine that this will involve. Class teachers and special educational needs coordinators have planned to meet these needs. All staff meet their bubbles with an awareness of children who are anxious. Parents are consulted to see if they wish to be phoned to ensure that they are aware that children have settled.</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils with additional anxiety regarding the start of the school day are met at the School office or at the gate by regular members of staff. Please be aware that the school office is not open in its usual capacity. Parents are requested to make appointments unless requested otherwise.</li> </ul>	
<b>1.8 Planning Movement Around The School Including Supply Teachers, Peripatetic Teachers, and Other Temporary Staff</b>					
<b>Movement around the school risks breaching social distancing guidelines</b>	M	<ul style="list-style-type: none"> <li>• Schools and colleges will minimise contact and encourage maintaining distance as far as possible. It will be different for each school or college. This will involve asking children and young people to:</li> <li>• stay within specified separate groups (or bubbles) maintain distance between individuals</li> <li>• We know that younger school children and those with special educational needs (SEND) may not be able to maintain social distancing. It is likely that for those children the emphasis will be on separating groups.</li> <li>• Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• All staff, children, and parents will be notified of changes on an ongoing basis and informed promptly of changes.</li> <li>• Any visits from contractors etc. happens outside of school hours where possible.</li> <li>• A record is kept of all visitors including contact tracing information. (LE)</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>Maintaining distinct groups, or bubbles, that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible.</li> <li>Corridors are divided where feasible.</li> <li>Pinch points and bottle necks are identified and managed accordingly.</li> <li>Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round.</li> <li>Playtime and lunchtimes are staggered to avoid overcrowding.</li> <li>A timetable for toilet during break times is in place.</li> <li>Pupils are regularly briefed regarding observing social distancing guidance. Routines are established and have been continued.</li> <li>Appropriate duty rota and levels of supervision are in place - MD will support additional cover.</li> <li>Visitors and key contractors will be informed of school control measures and ways of working through the autumn term. All site guidance on physical distancing and hygiene is explained to visitors prior to arrival.</li> <li>Supply teachers, peripatetic teachers and other temporary staff can move between schools and will have the RA shared with them on induction including site guidance on physical distancing and hygiene. They will continue to minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians, and other support staff for pupils with SEND can provide interventions as usual.</li> </ul>			
<b>1.9 Curriculum, Behaviour, and Pastoral Support</b>					
Pupils may have fallen behind in their learning during school closures and achievement gaps may have widened	H	<ul style="list-style-type: none"> <li>The curriculum content and delivery has been reviewed to meet children needs including academic, PSHE and mental health.</li> <li>Gaps in learning will be assessed in a timely and appropriate way and addressed in teachers' planning.</li> <li>Initial fluency assessments completed, and results used to inform planning from the end of March 2021. Data points (Trust agreed) will be adhered to.</li> <li>Home and remote learning will continue for those who are shielding or positive and is calibrated to complement in-school learning and address gaps identified.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Curriculum recovery and implementation to be phased in to ensure a balance between children's mental health, social and academic need</li> <li>Monitoring from data Spring will focus on missing content/lost learning and how teachers are planning the close the gap.</li> </ul>	M

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>Plans for intervention are in place for those pupils who have fallen behind in their learning.</li> <li>The staffing structure has been reorganised to ensure consistency in learning</li> <li>Curriculum expectations are clear and aligned to the Academy Improvement Plan as are performance Targets.</li> <li>Planning includes promotion of pupil's development and prepares them for wide opportunities, responsibilities, and experiences.</li> <li>The VWA curriculum remains broad and ambitious in line with the AIP.</li> <li>Remote education is high-quality and safe and aligns with the in-school provision. VWA continues to build the capability to educate pupils remotely, where this is needed.</li> <li>Teachers are delivering an ambitious and broad curriculum in all subjects throughout the autumn term but make use of existing flexibilities to create time to cover the most important missed content.</li> <li>Aim to return to the school's normal curriculum in all subjects by summer term 2021 will be prioritised and links to the AID.</li> <li>Planning is based on the educational needs of pupils. Curriculum planning is informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills. Opportunities for quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work will be maximised.</li> <li>Development of remote education is planned so that it is integrated into school curriculum planning. Remote education is an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local restrictions.</li> <li>Relationships and health education (RHE) for primary aged pupils will be planned by the end of the spring term 2021 with an expectation to start teaching by at least the start of the summer term 2021. Parents will be consulted via a survey. (February 2021).</li> <li>Teachers and early year's practitioners are focusing more on the prime areas of education, including communication and language, personal, social, and emotional development, and physical development. Planning will reflect this.</li> <li>For pupils in year reception, teachers will assess and address gaps in language, early reading, and mathematics, particularly ensuring</li> </ul>		<ul style="list-style-type: none"> <li>A coherent plan for returning to their normal curriculum for all pupils by the summer term 2021 will be undertaken by the end of autumn 2020.</li> <li>The Trust T.I.M.E will support staff to identify gaps and next steps.</li> <li>VWA will continue to engage in Collaborative Monitoring and a two-day Strategic Peer Review to capture the quality of learning. May 12<sup>th</sup> and 13<sup>th</sup> 2021.</li> </ul>	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<p>children's acquisition of phonic knowledge and extending their vocabulary. For nursery and reception staff will consider how all groups of children can be given equal opportunities for outdoor education.</p> <ul style="list-style-type: none"> <li>For pupils in key stages 1, school leaders will prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The TIME will support this. The curriculum will remain broad, so that the majority of VWA pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education and sport, religious education and relationships and health education.</li> <li>All pupils will continue to access to a quality arts education. Music, dance, and drama will help build confidence and discover the joy of expressing themselves. Where proportionate, extended social distancing during singing will decrease the additional risk of infection in environments where singing, dance and drama takes place.</li> <li>Staff will take extra care in music, dance, and drama lessons to observe social distancing where possible.</li> <li>Staff will keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. During performances e.g., Easter where relevant microphones will be used to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, microphones will have single use. If they are shared, school will follow the guidance on handling equipment.</li> <li>VWA will continue to engage peripatetic teachers during this period, including staff from music education specialists.</li> <li>Peripatetic teachers (Mrs. Bough) will move between schools but within the school environment measures will be taken to ensure that the number of visitors remains minimal. They will comply with arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</li> <li>If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, they will have clear expectations that they do not attend a lesson if they are unwell or are having any symptoms</li> </ul>			

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<p>associated with coronavirus (COVID-19) such as fever, a new and sustained cough, and loss of sense of taste or smell. In addition, they will:</p> <ul style="list-style-type: none"> <li>-Maintain distancing requirements with each group they teach, where appropriate.</li> <li>-Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing.</li> <li>-Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made.</li> <li>• If indoors staff will use a room with as much space as possible. They will be briefed on the importance of good ventilation.</li> <li>• When instruments and equipment must be shared, they will be disinfected regularly (including any packing cases, handles, props, chairs, microphones, and music stands) and always between users.</li> <li>• Physical education, sport and physical activity will increase on return from March 8<sup>th</sup>, 2021 whilst following the measures in VWA system of controls.</li> <li>• Pupils will be kept in consistent groups and sports equipment will be thoroughly cleaned between each use by different individual groups.</li> <li>• Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) as well as distancing between pupils with scrupulous attention to cleaning and hygiene.</li> <li>• VWA will continue to work with after school clubs and organisations for curricular and extra-curricular activities if they are satisfied that it is safe to do so.</li> <li>• Activities such as making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing will be encouraged.</li> <li>• VWA Behaviour Policy has been updated with new rules, communicated through Teams to staff, pupils, and parents following surveys in February 2021 where reflections from all groupings have helped shape the policy.</li> <li>• Consequences for poor behaviour and deliberately breaking the rules will be clear.</li> </ul>			

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>• Leaders will work with staff, pupils, and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs.</li> <li>• Orderly and calm environments in which all pupils can achieve and thrive will be an expectation at VWA.</li> <li>• If a previously looked-after child is at risk of exclusion, the designated teacher will speak with the child's parent or guardian and seek advice from their virtual school head.</li> <li>• Any disciplinary exclusion of a pupil from a school, even for short periods of time, will follow the statutory procedure. This includes sending a pupil home for poor behaviour, whether remote education is provided.</li> </ul>			
<b>1.10 Assessment and Accountability</b>					
<b>Statutory assessments are not undertaken and therefore school becomes non-compliant as a result</b>	L	<ul style="list-style-type: none"> <li>• Graded Ofsted inspections will not be reintroduced until the summer term unless there are significant concerns, including those relating to safeguarding and remote education. VWA will continue to ensure that all documentation and relevant processes are in place including for recruitment of the new HT (March 2021).</li> <li>• Primary assessments will continue as intended and VWA therefore cancel the statutory key stage 1 and key stage 2 tests and teacher assessments planned for summer 2021, including the key stage 2 tests in reading and mathematics.</li> <li>• VWA will ensure that every young person, no matter their age or background, is provided with the education and opportunities they deserve despite the challenges faced by schools. Schools will continue to use assessment during the summer term to inform teaching, to enable them to give information to parents on their child's attainment in their annual report and to support transition to secondary school.</li> <li>• The Standards and Testing Agency will update its guidance as soon as possible and VWA will continue to follow updates.</li> <li>• Internal assessment will continue following the Trust Assessment approach.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Trust wide moderation will continue to be undertaken across the year. (March Trust moderation Mathematics GDS)</li> <li>• Pira and Puma will continue as scheduled</li> <li>• TA will continue as per requirements</li> <li>• FFT Training will be undertaken for Governors/SLT and staff.</li> </ul>	L
<b>1.11 Remote Education Expectations</b>					



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
If there is an additional lockdown or children are required to home school after March 8 <sup>th</sup> , 2021, Pupils may have fallen behind in their learning during school closures and achievement gaps may have widened	H	<ul style="list-style-type: none"> <li>Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, VWA will have the capacity to offer immediate remote education.</li> <li>The Remote Learning Leader (SS) will secure how to continue to improve the quality of the existing curriculum, for example through technology, and a strong Remote Learning Plan in place for remote education provision. This planning will meet the logistical challenges of remote provision where greatest, for example where large numbers of pupils are required to remain at home.</li> <li>A clear, curriculum-based sequence allows access to high-quality online and offline resources and teaching videos linked to the school's curriculum expectations and Academy Improvement Plan.</li> <li>Access will be given to high quality remote education resources.</li> <li>Online tools will be consistently used across the school to allow interaction, assessment, and feedback.</li> <li>Staff will provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li> <li>Staff will have clear insight into pupils who are younger or those with SEND who may not be able to access remote education without adult support and consider how schools will work with families to deliver a broad and ambitious curriculum</li> <li>When teaching pupils remotely, staff, through the Remote Learning Plan will set assignments so that pupils have meaningful and ambitious work each day in several different subjects.</li> <li>Teaching staff will teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject.</li> <li>Staff will provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos which will be filmed prior to distribution.</li> <li>The Remote Learning Plan will identify VWA expectations on how regularly teachers will check work.</li> <li>Through the Remote Learning Plan teachers will adjust the pace or difficulty of what is being taught in response to questions or assessments,</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Remote Learning Plan in place.</li> <li>Letters to parents with guidance including a timetable of expectations in each year group.</li> <li>Teams and Teams used and set up pupil domains with support from the Trust IT Lead (RB).</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.			
<b>1.12 Catch-up Support</b>					
<b>A lack of COVID-19 Catch up Plan means that there may not be effective interventions in place to reduce gaps in pupil's learning</b>	H	<p>A COVID-19 Catch up Plan will be undertaken based on the Education Endowment Foundation effective interventions to support schools.</p> <ul style="list-style-type: none"> <li>• For pupils with complex needs VWA will spend this funding on catch-up support to address their individual needs.</li> <li>• Alongside this universal offer the school will engage with the T.I.M.E to ensure that tutoring to accelerate education through a targeted tutoring offer. This will be dependent on pupils attending.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Internal staff supporting tutoring at VWA weekly.</li> <li>• LGB Impact Report in March 2021</li> </ul>	L
<b>1.13 Wraparound Provision and Extra-Curricular Activity</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
A lack of wrap around care may not support pupils to re-engage with their peers, enable vulnerable children to have a healthy breakfast and support parents and carers in working	H	<ul style="list-style-type: none"> <li>VWA Wrap around Care Club will resume breakfast and after-school provision daily.</li> <li>Children will be kept in a group with other children from the same bubble that they are in during the school day where possible though where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from EHJA school day bubble – the children will be grouped with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. The children will be kept in small, consistent groups with the same children each time, as far as this is possible.</li> <li>Wraparound provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents. (Games/homework/social time).</li> <li>DfE guidance for parents and carers are adhered to. Guidance from 2021 confirms the measures that are in place to ensure that the Care Club are carefully considering their own protective measures.</li> <li>There are no lettings at present within the school.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Bubbles continue with the same staff members daily. This includes the Walking Bus from one site to the other.</li> <li>Wellbeing and supporting peer interaction are a key priority-children play board games and team-based activities under supervision.</li> <li>OPOJ Regional Manager will support provision alongside staff.</li> </ul>	L
<b>1.14 Educational Visits</b>					
Covid-19 lockdowns and guidance may not allow for overnight educational visits.	H	<ul style="list-style-type: none"> <li>All overnight domestic educational visits continue to be suspended.</li> <li>VWA will make use of outdoor spaces in the local area and specifically the Forest area attached the school to support the delivery of the curriculum.</li> </ul>	Yes	The Kingswood Residential is still awaiting confirmation but plans are to continue with this COVID-19 allowing. If unable, school leaders will look at an alternate provision/activity/experience for the Year 2 pupils.	H
<b>1.15 Special Educational Needs</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Pupils with SEND may be unable to access provision	M	<ul style="list-style-type: none"> <li>VWA SENDCo and SENDCo support will work collaboratively with families, putting in place reasonable adjustments as necessary in class and within home/remote learning, so that pupils with SEND can successfully access all education alongside their peers.</li> <li>For VWA pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.</li> <li>School will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.</li> <li>If they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.</li> </ul>	Yes		L
<b>1.16 Staff Workspaces</b>					
Staff rooms and offices do not allow for observation of social distancing guidelines	H	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff have been briefed on the use of these rooms- during INSET</li> <li>Chairs will have objects/ crosses placed on them to ensure that social distancing occurs.</li> <li>Signage on fridges and near tea and coffee areas will specify one person at a time to use and no food sharing.</li> <li>The fridge and microwave will have cleaning equipment beside to ensure that the areas are wiped down after use.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Ensure staff aware of ensuring social distancing and hygiene</li> <li>Group meetings with meet PHE and government guidance for social distancing.</li> </ul>	L
<b>1.17 Managing the School Lifecycle</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Limited progress with the school's Spring term calendar because of COVID-19 measures	M	<ul style="list-style-type: none"> <li>School calendar for the Spring term reviewed to reflect guidance – no whole school assemblies/ productions with audiences. These will be undertaken via video.</li> <li>Staff recruitment for Spring Term 2021 in process.</li> <li>Curriculum and timetable for Spring 2021 ongoing.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>SLT to meet to review identify areas to address during autumn term during SLT meetings.</li> <li>Two weekly briefings for whole staff (Parents evenings, Sports, visits, and school trips, etc.)</li> </ul>	L
Pupils moving on to the next phase in their education do not feel prepared for the transition	M	<ul style="list-style-type: none"> <li>A plan is in place for pastoral staff to follow up transition of vulnerable children into Y2 alongside EHJA in summer 2021.</li> <li>Y2 staff to liaise with Y3 staff to ensure high standards and consistency are maintained through shared opportunities with learning and books.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>SLT to arrange staff visits to EH when possible during the Spring term to check how transition is with the Year 3 pupils.</li> </ul>	L
<b>1.18 Policy Review</b>					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstance	H	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>Staff, pupils, parents, and governors have been briefed accordingly.</li> <li>Letter to be sent out to parents ongoing to keep them up to date.</li> </ul>	No	<ul style="list-style-type: none"> <li>School in process of revising all policies on an ongoing basis and shared with staff and governors.</li> <li>Duties allocated to SLT</li> </ul>	M
<b>1.19 Communication Strategy</b>					
Key stakeholders are not fully informed about changes to policies and procedures due to new procedures for full opening resulting in risks to health	H	<ul style="list-style-type: none"> <li>All parents including YR parents to be emailed changes to organisation and this put on the website March 2021.</li> <li>Update to be sent to all parents on Wednesday 3<sup>rd</sup> 2021.</li> <li>Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>➢ Staff</li> <li>➢ Pupils</li> <li>➢ Parents</li> <li>➢ Governors/Trustees</li> <li>➢ Local authority</li> <li>➢ Regional Schools Commissioner</li> </ul> </li> </ul>	Yes	<ul style="list-style-type: none"> <li>Staff – email updates and Pre-opening meetings. Weekly staff briefings on return.</li> <li>Parent emails continue an ongoing basis (All guidance and information posted on website)</li> <li>Governors update (email and scheduled meetings)</li> <li>Trust Board updates two weekly</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>➤ Professional associations</li> <li>➤ Other partners</li> <li>➤ All parents – Office staff have emails of parents to send information.</li> </ul>		<ul style="list-style-type: none"> <li>• HT/ELT meetings fortnightly</li> </ul>	
<b>1.20 Staff induction and CPD</b>					
Staff are not trained in new procedures, leading to risks to health	H	<ul style="list-style-type: none"> <li>• Staff notified of all changes prior to reopening. Training Days and staff meetings continue with measures in place for social distancing.</li> <li>• CPD and briefing update for: <ul style="list-style-type: none"> <li>➤ Infection control</li> <li>➤ Fire safety and evacuation procedures</li> <li>➤ Safeguarding</li> <li>➤ Risk management</li> <li>➤ SEND</li> <li>➤ Curriculum training and update</li> </ul> </li> </ul>	Yes	<ul style="list-style-type: none"> <li>• SLT to complete revised school organisation book to reflect updated guidance.</li> <li>• Overview of weekly organisation on white board in staff meeting.</li> <li>• All monitoring / CPD /PDMs scheduled and shared with staff.</li> <li>• New staff will be buddied with fellow staff members.</li> </ul>	L
New staff are not aware of all policies and procedures prior to starting at the school when it reopens	H	<ul style="list-style-type: none"> <li>• Induction programmes are in place for all new staff – during staff meetings.</li> <li>• New staff supported by mentors.</li> <li>• New staff to be made aware of changes to and updated risk assessment.</li> <li>• The revised school organisation handbook is issued to all</li> <li>• Midday supervisors inducted by MH- including RA for Covid-19, Bubbles, systems, and processes: March 2021.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Email risk assessment to new staff</li> <li>• SLT to complete revised school organisation book to reflect updated guidance</li> </ul>	L
<b>1.21 Risk Assessments Including Staff Who Are Pregnant</b>					
Risks are not comprehensively assessed in every area of the school considering COVID-19, revised guidance leading to breaches of social distancing and hygiene guidance.	H	<ul style="list-style-type: none"> <li>• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> <li>• Different areas of the school</li> <li>• When pupils enter and leave school</li> <li>• During movement around school</li> <li>• During break and lunch times</li> <li>• Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul> </li> </ul>	Yes	<ul style="list-style-type: none"> <li>• SLT completed RA prior to opening and staff notified of this</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools. More guidance and advice on coronavirus (COVID-19) and pregnancy is available from the Royal College of Gynecologists. All pregnant women will take particular care to practice frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</li> <li>An employer's workplace risk assessment will already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). Any risks identified must be included and managed as part of the general workplace risk assessment.</li> <li>If VWA is notified that an employee is pregnant, breastfeeding or has given birth within the last 6 months, the H and S Lead (JH) will check the workplace risk assessment to see if any new risks have arisen. If risks are identified during the pregnancy, in the first 6 months after birth or while the employee is still breastfeeding, VWA leaders will take appropriate, sensible action to reduce, remove or control them.</li> </ul>			
<b>2. Hygiene and Cleaning Arrangements</b>					
<b>2.1 Cleaning</b>					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	H	<ul style="list-style-type: none"> <li>A return-to-work plan for cleaning staff (including a deep clean) continues throughout the Spring term.</li> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> <li>Working hours for cleaning staff are reviewed to include cleaning during the day.</li> <li>Resources are ordered swiftly by CST and checked that they meet requirements.</li> <li>Cleaners will ensure that fans are kept on continuously in toilets. Cleaning processes will adhere to key guidance, including the appropriate use of cleaning fluids.</li> </ul>	Yes		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>2.2 Hygiene and Handwashing</b>					
Maintaining sufficient supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	H	<p><i>Coronavirus (COVID-19) is an easy virus to remove when it is on skin. This remains true for the new variant. This can be done with soap and running water or hand sanitiser.</i></p> <p>School will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning will be needed for the foreseeable future. Points to consider and implement by the HT will be:</p> <ul style="list-style-type: none"> <li>• whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly.</li> <li>• Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes may be used as an alternative</li> <li>• building these routines into school culture, supported by behaviour expectations, and helping ensure younger children, and those with complex needs, understand the need to follow them.</li> </ul> <p>The 'catch it, bin it, kill it' approach continues to be very important, so school will ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right and all pupils understand that this is now part of how the school operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene and this will be signposted to staff.</p>	Yes		L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>Pupils forget to wash their hands regularly and frequently</b>	H	<ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> <li>Talk to pupils about only taking one hand towel to dry hands</li> <li>Posters reinforce the need to wash hands regularly and frequently.</li> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Monitor compliance and consistent implementation. Schedule in place</li> </ul>	L
<b>2.3 Ventilation Including Uniforms/ Clothing/Fabric/Items Taken and Brought Into School</b>					
<b>Shared items that are taken out of and brought into schools increase the risk of the virus spreading</b>	M	<ul style="list-style-type: none"> <li>Pupils and teachers are able to take books and other shared resources home, although unnecessary sharing will be avoided.</li> <li>For individual and very frequently used equipment, such as pencils and pens, staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, will be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles, or rotated for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> <li>Well ventilated and a comfortable teaching environment are maintained, and systems operated as normal within a single room and supplemented by an outdoor air supply.</li> <li>Natural ventilation – opening windows (in cooler weather windows will be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors will also assist with creating a throughput of air.</li> <li>Natural ventilation – if necessary, staff can open external opening doors if they are not fire doors and where safe to do so.</li> <li>In classes and throughout school staff will open high level windows in preference to low level to reduce draughts.</li> <li>Leaders will support flexibility to allow additional, suitable indoor clothing. <i>For more information see School uniform</i></li> <li>Staff will rearrange furniture where possible to avoid direct drafts.</li> <li>Heating will be used to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Shared in staff briefings- see staff Briefing Book</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures will also be used as appropriate:               <ul style="list-style-type: none"> <li>opening high level windows in preference to low level to reduce draughts</li> <li>increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused)</li> <li>providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform</li> <li>rearranging furniture where possible to avoid direct drafts</li> </ul> </li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>			
<b>Clothes/items brought into school increase the risk of the virus spreading</b>	M	<ul style="list-style-type: none"> <li>Wearing of uniforms by pupils is <b>expected</b> at VWA to minimise risks and bringing items into school to contribute to the ethos of the school, setting an appropriate tone.</li> <li>Water bottles will be provided by school and will remain in school.</li> <li>No book bags to be brought into school.</li> <li>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</li> <li>Pupil non-compliance will be managed sensitively, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</li> <li>Increased ventilation may make school buildings cooler than usual over the spring months and therefore additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform. Where this occurs, schools will ensure that no extra financial pressure is placed on parents.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Throughout Spring children will be expected to wear their school uniform and may bring the following into school:</li> <li>lunch boxes, hats, coats, Books,</li> <li>PE kits – children have been told to come to school on their relevant PE day in their kit (tracksuit bottoms and trainers, so there should be no need for PE kit bags in school.</li> </ul>	L
<b>The use of fabric chairs may increase the risk of the virus spreading</b>	M	<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Staff room chairs have tape placed on the seats to maintain distancing.</li> </ul>	L
<b>2.4 Catering and Free School Meals</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Catering may be unable to provide an appropriate service and does not follow suggested guidance	M	<ul style="list-style-type: none"> <li>VWA kitchens will be fully open during the spring term, and normal legal requirements will apply regarding the provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</li> <li>School midday supervisors will keep distance from children even when serving lunches where possible.</li> <li>Chairs (especially underneath) and tables will be cleaned after eating thoroughly.</li> <li>VWA School kitchen will continue to operate and fully comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>.</li> <li>During the period of national lockdown, school will continue to provide meal option for all pupils who are in school. Meals will be available free of charge to all infant pupils and pupils who are eligible for benefits-related free school meals who are in school.</li> <li>School will also continue to provide free school meal support to pupils who are eligible for benefits related free school meals and who are not attending school because they are shielding/ have a positive test. Extra funding will be accessed to support school to provide food parcels or meals to eligible children led by the catering lead (LS).</li> </ul>	Yes	<ul style="list-style-type: none"> <li>LS Catering Lead will support Menus/ Food provision including FSM and look into the Morrison's Kids Meal Pack which aims to provide healthy and balanced meals for children and has been developed in partnership with Morrison's' company nutritionist. Including items such as cereal, milk, bread, fruit, yoghurts, sandwich fillings, pasta, and squash costing £12.50 for one child and providing breakfast, lunch, and snacks for seven days a week. This money must be paid by the school (through free school meal funding?) But it does provide a delivered solution to providing FSM for £12.50 per week if schools are struggling to get meals out to pupils who have a positive COVID-19 test or are shielding.</li> </ul>	L
<b>2.5 Estates</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
The school site may not be maintained effectively or on an ongoing basis because of COVID-19 restrictions	H	<p>All the usual pre-term building checks will be undertaken to make the school safe.</p> <p>A full Health and Safety Audit has been undertaken in Spring Term 2021.</p> <p>All building maintenance will be undertaken prior to whole school opening.</p>	Yes	<ul style="list-style-type: none"> <li>• PAT Testing</li> <li>• Water Testing</li> <li>• Legionella</li> <li>• Clear plan in place to maintain the site</li> <li>• Boards will cover the Millennium tiles in the Hall</li> <li>• New curtains purchased for the school hall.</li> <li>• Painting of the outdoor mobiles.</li> <li>• The office in the center of the school will be re-furnished.</li> <li>• The HTs Office will be relocated.</li> <li>• A new office within the Reception area will be created.</li> <li>• The Entrance Hall will be painted.</li> </ul>	L
<b>2.6 Testing and managing symptoms</b>					
Testing is not used effectively to help manage staffing levels and support staff wellbeing	H	<p>School will comply with health and safety law, including assessing risks and putting in place proportionate control measures. School will thoroughly review health and safety risk assessments and plans that address the risks identified using the system of controls. Essential measures include: a requirement that people stay at home if they:</p> <ul style="list-style-type: none"> <li>• are ill with virus symptoms</li> <li>• have tested positive, even if asymptomatic</li> <li>• have been advised by NHS Test and Trace to do so</li> <li>• are household members of a positive case, even if that case is asymptomatic</li> <li>• are required to self-isolate for travel-related reasons</li> <li>• robust hand and respiratory hygiene</li> <li>• enhanced cleaning and ventilation arrangements</li> </ul>	Yes	<p>Engage with the NHS Test and Trace process</p> <p>All school staff and pupils can access The NHS Test and Trace testing system, used to test symptomatic people (using a 'polymerase chain reaction (PCR) test').</p> <p>If a pupil who has attended school, or a staff member, receives a positive PCR test having develop symptoms, school will:</p>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>• active engagement with NHS Test and Trace</li> <li>• formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible</li> <li>• minimise the potential for contamination so far as is reasonably practicable How contacts are reduced will depend on the school's circumstances, including how many children need to attend during this period, and will (as much as possible) include: 8</li> <li>• keeping children in consistent groups</li> <li>• avoiding contact between groups</li> <li>• arranging classrooms with forward facing desks</li> <li>• staff maintaining distance from pupils and other staff as much as possible</li> </ul> <ol style="list-style-type: none"> <li>1) Minimise contact with individuals who are unwell by ensuring that those who are required to stay at home do not attend school.</li> <li>2) Where recommended, the use of face coverings in schools.</li> <li>3) Clean hands thoroughly more often than usual.</li> <li>4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</li> <li>5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</li> <li>6) Minimise contact between individuals and maintain social distancing wherever possible.</li> <li>7) Where necessary, wear appropriate personal protective equipment (PPE).</li> <li>8) Always keeping occupied spaces well ventilated.</li> </ol> <p>Numbers 1 to 5, and number 8, must be in place in all schools, all the time.</p> <p>Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.</p>			

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<p>Number 7 applies in specific circumstances.</p> <p>Response to any infection</p> <p>9) Engage with the NHS Test and Trace process.</p> <p>10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.</p> <p>11) Contain any outbreak by following local health protection team advice.</p> <p>Numbers 9 to 11 must be followed in every case where they are relevant</p>			
<b>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</b>	H	<ul style="list-style-type: none"> <li>• Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> <li>• Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, will the tests prove positive or negative.</li> <li>• Pupils, parents, and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> will these apply.</li> <li>• A record of any COVID-19 symptoms in staff or pupils is reported to the Trust, PHE and LA.</li> <li>• Kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school under specific circumstances. In particular, these tests kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in guidance Coronavirus (COVID-19): test kits for schools and FE providers.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Staff and parents reminded of responsibility if exhibit symptoms.</li> <li>• Admin staff responsibility (LE)</li> <li>• If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required.</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Staff, pupils, and parents are not aware of the school's procedures (including on self-isolation and testing) if anyone display symptoms of COVID-19	H	<ul style="list-style-type: none"> <li>VWA's nursery, school or college are taking part in the asymptomatic testing programme. Rapid testing using lateral flow devices (LFDs) support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms. Those who test positive will self-isolate, helping to reduce transmission of the virus and keeping other pupils and students in face-to-face education. Testing remains voluntary.</li> <li>PHE has advised there are currently limited public health benefits attached to testing primary pupils with LFDs. Primary age pupils, particularly younger children, may find the LFD testing process unpleasant and are unable to self-swab. Parents are required not send their child to their nursery, childminder, school or college if: <ul style="list-style-type: none"> <li>they are showing one or more coronavirus (COVID-19) symptoms</li> <li>someone in their household is showing symptoms</li> <li>someone in their support bubble has symptoms and they have been in close contact with them since the symptoms started or during the 48 hours before they started</li> <li>they or someone in their household has tested positive for coronavirus (COVID-19)</li> <li>they are required to quarantine having recently visited a red list travel ban country</li> </ul> </li> <li>Parents are required to book a test if they or their child develop symptoms. Inform your nursery, childminder, school or college of the results.</li> <li>If the test is positive, parents must follow guidance for households with possible or confirmed coronavirus (COVID-19) infection, and engage with the NHS Test and Trace process.</li> <li>Other household members (including any siblings) should self-isolate from the day their child's symptoms started (or the day they took a test if they did not have symptoms), and the next 10 full days.</li> <li>If their child or someone in their household has tested positive while not experiencing symptoms but develops symptoms during the isolation period, they should restart the 10 day isolation period from the day they developed symptoms.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>All stakeholders informed of procedures. Available on website, emailed and signage, etc. to remind</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>If their child displays symptoms, or has a positive test, while at school or college, they should not use public transport and, wherever possible, be collected by a member of their family or household. In exceptional circumstances, if they cannot arrange to have their child collected and they cannot walk, cycle or scoot home, alternative arrangements may need to be organised by the nursery, childminder, school or college. Parents are advised that their child does not need a test if they:</li> <li>have a runny nose, are sneezing or feeling unwell, but do not have a temperature, cough or loss of, or change in, sense of smell or taste</li> <li>are advised to self-isolate because they have been in close contact with someone who has tested positive for coronavirus (COVID-19), for example, another pupil in their class, but are not showing symptoms themselves.</li> <li>Staff, pupils, and parents have received clear communications informing them of current government guidance on the actions to take will anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and pupils as part of the induction and school opening processes.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>			
<b>Staff, pupils, and parents are not aware of the school's procedures if there be a confirmed case of COVID-19 in the school</b>	H	<ul style="list-style-type: none"> <li>Staff, pupils, and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> <li>All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus and are encouraged to be tested.</li> <li>Where the test is negative, they can return to their setting and the fellow household members can end their self-isolation.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>The Headteacher will take additional precautions as they deem necessary depending on context and circumstances.</li> </ul>	L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>Where the child, young person, or staff member tests positive, the rest of their class or group within their childcare or education setting will be sent home and advised to self-isolate for 14 days.</li> </ul> <p>Home visiting: If households report no coronavirus (COVID-19) symptoms, no PPE is required, but a distance of 2 metres should be maintained where possible. If this is not possible, you should undertake a risk assessment. Good basic hygiene should be followed, such as handwashing or use of sanitiser before and after the visit, and not touching your face during the visits.</p> <ul style="list-style-type: none"> <li>If households are reporting coronavirus (COVID-19) symptoms, PPE should be worn if a distance of 2 meters cannot be maintained. Anyone displaying symptoms should be encouraged to book a coronavirus (COVID-19) test.</li> <li>If it is not possible to find out whether any member of the household is suffering from symptoms of coronavirus (COVID-19) before face to face contact, steps should be taken where practical to mitigate risk. These steps include but are not restricted to: <ul style="list-style-type: none"> <li>-knocking on the front door or ringing the doorbell and then stepping back to a distance of 2 meters in adherence to social distancing guidelines taking PPE as a precautionary measure</li> </ul> </li> </ul>			
<b>2.7 First Aid/Designated Safeguarding Leads</b>					
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk	H	<ul style="list-style-type: none"> <li>The school has a programme of First Aid training for staff</li> <li>First Aid certificates extended for three months.</li> <li>A programme for training additional staff is in place if necessary.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Ongoing Trust Matrix with training requirements (KG)</li> <li>Training February 2021</li> </ul>	L
<b>2.8 Medical Rooms</b>					
Medical rooms are not adequately equipped or configured to maintain infection control	H	If a child is awaiting collection, they will be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window will be opened for ventilation. If it is not possible to isolate them, the child will be moved to an area which is at least 2 meters	Yes	Some pupils with complex needs will struggle to maintain as good respiratory hygiene as	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<p>away from other people. If they need to go to the bathroom while waiting to be collected, they will use a separate bathroom if possible. The bathroom will be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE will be worn by staff caring for the child while they await collection if a distance of 2 meters cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> <li>• the symptomatic person subsequently tests positive</li> <li>• they develop symptoms themselves (in which case, they should arrange to have a test)</li> <li>• they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)</li> </ul> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p> <p>Temperatures will not be taken and practice of this is not recommended by Public Health England.</p>		<p>their peers, for example, those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.</p>	
<b>2.9 Communication with Parents</b>					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	H	<ul style="list-style-type: none"> <li>• As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a regular basis using a range of communication tools.</li> <li>• A COVID-19 section on the school website is created and updated.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Via email and on website</li> <li>• Ongoing updates</li> <li>• Sign up for class Teams</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Parents and carers may not fully understand their responsibilities if a child show symptom of COVID-19	H	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text, and the school's website and through this Risk Assessment.</li> </ul>	Yes		L
<b>2.10 Personal Protective Equipment (PPE) and Local Immunisation</b>					
Provision of PPE for staff where required is not in line with government guidelines	H	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely.</li> <li>VWA will engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> <li>where an individual child or young person becomes ill with coronavirus (COVID19) symptoms while at schools, and only then if a distance of 2 meters cannot be maintained</li> <li>where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used.</li> </ul> </li> </ul>	Y	<ul style="list-style-type: none"> <li>Flu immunisation (06.11.2020)</li> <li>All parents have received letters</li> <li>All RA shared with staff attending to immunise (Nasal Spray)</li> </ul>	L
<b>3. Maximising Social Distancing Measures</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>3.1 Pupil Behaviour</b>					
<b>Pupils' behaviour on return to school does not comply with updated social distancing guidance</b>	H	<ul style="list-style-type: none"> <li>• Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings.</li> <li>• Staff model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided.</li> <li>• Children will work mainly in their class bubbles</li> <li>• Break times and lunch times are staggered and structured to support social distancing and are closely supervised.</li> <li>• Bubbles will have breaks and lunchtimes outside in Zones and pupils reminded regularly of maintaining social distancing</li> <li>• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils, and parents.</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>• Messages to parents reinforce the importance of social distancing and include parents wearing face masks when dropping off or collecting children.</li> <li>• Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations.</li> <li>• If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as biting, licking, kissing or spitting) or require care that cannot be provided without close hands-on contact, they should continue to receive care in the same way, including any existing routine use of PPE.</li> <li>• The issues will be specific to each child or young person and individual responses will be required. Staff should review and update existing risk assessments.</li> <li>• In these circumstances, to reduce the risk of coronavirus (COVID-19) transmission, no additional PPE is necessary because these are non-symptomatic children in a non-healthcare setting and so the risk of viral transmission is very low. However, additional space and frequent cleaning of surfaces, objects and toys will be required. Cleaning</li> </ul>	Y	<ul style="list-style-type: none"> <li>• Staff on duty to monitor during break and lunchtimes, Playground and woodlands is zoned. Breaks and Dinnertimes are staggered.</li> <li>• Social distancing zones in school</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		arrangements should be increased in all settings, with a specific focus on surfaces which are touched a lot.			
<b>3.2 Classrooms and Teaching Spaces</b>					
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures whilst enabling the delivery of the curriculum	H	<ul style="list-style-type: none"> <li>• Desks face the front and are set up in rows so that no pupils are facing each other</li> <li>• Where staff need to work with individual children or small groups of children from more than one bubble, care will be taken to maintain distancing.</li> <li>• Each pupil will have their own set of resources in an individual tray or pencil case on their desk space, to limit movement around the class.</li> <li>• All furniture not in use has been removed from classrooms and teaching spaces.</li> <li>• Classroom-based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces,</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• SLT will monitor compliance</li> </ul>	L
<b>3.3 Movement in Corridors</b>					
Social distancing guidance is breached when pupils circulate in corridors	H	<ul style="list-style-type: none"> <li>• Corridors are divided where feasible.</li> <li>• Any pinch points/bottle necks are identified and managed accordingly.</li> <li>• The movement of pupils around school is minimised as much as possible.</li> <li>• Where possible, pupils stay in classrooms and staff move around.</li> <li>• Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>• Appropriate supervision levels are in place.</li> </ul>	Yes		L
<b>3.4 Break Times and Outdoor Play Equipment Including Forest Schools</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Pupils may not observe social distancing at break times as a result of increase in pod size and movement between pods	H	<ul style="list-style-type: none"> <li>Break times are staggered.</li> <li>Outside breaks will have limited children at a time in zoned areas.</li> <li>External areas are designated for different groups.</li> <li>Pupils are reminded about social distancing as break times begin.</li> <li>Supervision levels have been enhanced, especially with younger pupils, to support social distancing.</li> <li>Outdoor playground equipment will be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. Pupils will limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery, and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources.</li> </ul>	Yes		L
<b>3.5 Lunch Times</b>					
Pupils may not observe social distancing at lunch times	H	<ul style="list-style-type: none"> <li>Dinnertime is staggered</li> <li>Pupils are reminded about social distancing as lunch times begin.</li> <li>Pupils wash their hands before and after eating.</li> <li>Dining area layouts and hall have been configured to ensure social distancing. Bubbles kept separately and have designated supervisors</li> <li>Children to be taken to the dining room by class teacher or lunch time supervisor</li> <li>Lunch is ordered at start of the day. Children sit down at tables straight away and lunch is brought to them rather than queuing as social distancing would be difficult to keep here.</li> <li>Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes) though it is encouraged that all children have lunches provided.</li> <li>Eating areas are cleaned after bubbles.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Employing of five new lunch time supervisors January 2021 and March 2021.</li> </ul>	L
<b>3.6 Toilets</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>	H	<ul style="list-style-type: none"> <li>• Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>• Floor markings are in place to enable social distancing.</li> <li>• Girls' and boys' toilets will be used as normal. All cubicles and wash basins will be open.</li> <li>• Toilets will be used at break and dinner as needed</li> <li>• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. Under supervision</li> <li>• The toilets are cleaned frequently.</li> <li>• Monitoring ensures a constant supply of soap and paper towels.</li> <li>• Bins are emptied regularly.</li> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Social distancing 'points' in place. Different use of toilets and routes for entrance and exit</li> </ul>	L
<b>3.7 Reception Area</b>					
<b>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</b>	H	<ul style="list-style-type: none"> <li>• Social distancing points are clearly set out, using floor markings, continuing outside where necessary.</li> <li>• Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).</li> <li>• Non-essential deliveries and visitors to school are minimised.</li> <li>• Arrangements are in place for segregation of visitors.</li> <li>• Hand gel in reception for staff and visitors to use on entry</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• A record for visitors will be kept by LE</li> </ul>	L
<b>3.8 Arrival and Departure From School</b>					
<b>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</b>	H	<ul style="list-style-type: none"> <li>• Start and finish times are staggered.</li> <li>• Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.</li> <li>• Regular messages to parents stress the need for social distancing at arrival and departure times.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Staff on duty at beginning and end of day.</li> <li>• Parents notified of arrangements.</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>3.9 Transport</b>					
The use of public and school transport by pupils poses risks in terms of social distancing or on school trips	N/A	<ul style="list-style-type: none"> <li>Separate guidance is available from the DfE for pupils and parents on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings if pupils are travelling with children other than from their own class.</li> </ul>			
<b>4. Continuing Enhanced Protection for Children and Staff with Underlying Health Conditions</b>					
<b>4.1 Pupils with Underlying Health Issues</b>					
Pupils with underlying health issues or those who are shielding are not able to attend school	H	<ul style="list-style-type: none"> <li>Parents will be contacted by MD (VWA SENDCo) and provided with clear guidance, reinforced on a regular basis.</li> <li>Home learning using Class Teams provided to support these children.</li> <li>Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> <li>The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b>.</li> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> <li>Young children and children with special educational needs may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines.</li> <li>As far as possible, small groups of children should be supported by consistent staffing, and groups should remain as consistent as possible throughout the outbreak.</li> <li>The wearing of face coverings in classrooms is being introduced for a limited time until Easter in secondary schools and organisations with older learners. It will be kept under review and the guidance will be</li> </ul>	Yes	<ul style="list-style-type: none"> <li>DSL in regular touch with vulnerable children</li> <li>Parents kept up to date with their actions</li> <li>Sign up for class Teams</li> </ul>	L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		updated at that point. This does not apply to younger children in nurseries, childminders and primary schools. Adults (including staff and visitors) should wear face coverings in situations where social distancing between adults is not possible.			
<b>4.2 Staff with Underlying Health Issues</b>					
Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	H	<ul style="list-style-type: none"> <li>All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to VWA School. Records are kept of this and regularly updated.</li> <li>Members of staff with underlying health conditions at VWA have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>VWA Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b>.</li> <li>All VWA staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance.</li> <li>Current government guidance is being applied.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Staff will be directed to work at home. Provision made to support all staff.</li> </ul>	L
<b>5. Enhancing Mental Health Support for Pupils and Staff</b>					
<b>5.1 Mental Health Concerns – Pupils</b>					
Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	<ul style="list-style-type: none"> <li>Recovery curriculum planned and implemented to support children's wellbeing and mental health ongoing.</li> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> <li>Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies (stories/toy characters are used for younger pupils to help talk about feelings).</li> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>DSL and DDSL in regular contact with children and families.</li> <li>Communication between staff &amp; DSL robust following up regular contact with all children and parents.</li> <li>The published relationships, sex, and health education training modules for teachers to support them in preparation to deliver</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress, or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. VWA will support children to contextualise these feelings as normal responses to an abnormal situation. VWA staff will remain mindful that some children may need support to re-adjust to school, others may have enjoyed being at home and be reluctant to return, a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</li> <li>The return to VWA ongoing allows social interaction with peers, carers, and teachers, which benefits wellbeing.</li> <li>The VWA SENDCo will access the Wellbeing for Education Return programme, receiving training and resources for teachers and staff to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19). Any practical examples to support staff, children and young people within the school will be cascaded as appropriate.</li> <li>DfE, Public Health England and NHS England hosted a free webinar for school and college staff on 9 July 2020 to set out how to support returning pupils and students. This has been accessed by the DSL (MH) and includes experts discussing the impacts of the pandemic on pupils' mental wellbeing and recovery techniques, and education leaders discussing the actions they have been taking.</li> <li>The Whole School SEND (WSS) consortium will be delivering some training and how-to ideas for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings.</li> <li>The published relationships, sex, and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing will be accessed in the Spring Term by leaders. The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom.</li> </ul>		content on mental health and wellbeing will be accessed in the Spring Term by leaders. This will be shared on the staff meeting Rota. (2021)	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>VWA provision will support pastoral and extra-curricular activities to all pupils designed to:               <ul style="list-style-type: none"> <li>-support the rebuilding of friendships and social engagement</li> <li>-address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li> <li>-support pupils with approaches to improving their physical and mental wellbeing</li> <li>- provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible</li> <li>-Where there is a concern a child is in need or suffering or likely to suffer from harm, VWA ( led by the designated safeguarding lead or deputy) will follow their Child Protection and Safeguarding Policy and part 1 of the statutory safeguarding guidance keeping children safe in education continuing with any referral to statutory services (and the police) as appropriate.</li> </ul> </li> <li>VWA will continue to work with school nursing services to support the health and wellbeing of their pupils offering:               <ul style="list-style-type: none"> <li>-support for resilience, mental health and wellbeing including anxiety, bereavement, and sleep issues</li> <li>-support for pupils with additional and complex health needs</li> <li>-supporting vulnerable children and keeping children safe</li> <li>-delivering the healthy child programme (which includes immunisation), identifying health and wellbeing needs.</li> </ul> </li> </ul>			
<b>5.2 Mental Health Concerns – Staff</b>					
<b>The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</b>	H	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff briefings/training on wellbeing are provided.</li> <li>Staff have been signposted to useful websites and resources.</li> <li>Supporting staff</li> <li>Governing boards and school leaders will have regard to staff (including the Headteacher) work-life balance and wellbeing. VWA will ensure they</li> </ul>	Yes	<ul style="list-style-type: none"> <li>The Trust Wellbeing Lead continues to confidentially support staff with anxiety/ wellbeing issues.</li> <li>SLT to review the DfE's workload reduction toolkit in November including where the DfE has also published a range of resources, including case studies to support remote</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> <li>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing and this will be signposted to staff.</li> <li>If VWA needs to alter the way in which they deploy their staff, and use existing staff more flexibly, senior leaders will discuss and agree any changes to staff roles with individuals.</li> <li>The SLT will review existing practices in this respect and schools drawing on the DfE's workload reduction toolkit.</li> </ul>		education and address staff workload.	
<b>Working from home can adversely affect mental health</b>	H	<ul style="list-style-type: none"> <li>Staff working from home due to self-isolation have regular catchups with line managers.</li> <li>Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise.</li> <li>Appropriate work plans have been agreed with support provided where necessary.</li> <li>Staff working from home may help provide remote learning for any pupils who need to stay at home.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Designated SLT members will continue to contact staff on an agreed basis.</li> </ul>	L
<b>5.3 Bereavement Support</b>					
<b>Pupils and staff are grieving because of loss of friends or family</b>	H	<ul style="list-style-type: none"> <li>The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>Support is requested from other organisations when necessary.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>MD and SL (Trust Wellbeing Lead for Children) will agree an action plan to support families and children who have lost loved ones.</li> </ul>	L
<b>5.4 Staff Taking Leave and other Support (Volunteers)</b>					
<b>Capacity of school to deliver education may be compromised by staff taking leave or through volunteers not supporting measures in place to keep all safe</b>	H	<ul style="list-style-type: none"> <li>Staff will not be expected to take leave during term time unless an exceptional case arises. As would usually be the case, staff will need to be available to work in school during term time. School Leaders will discuss leave arrangements with staff to inform workforce planning.</li> <li>Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders at VWA will consider if it is possible to</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Volunteers suspended on a temporary basis over the first half of term but reinstated in the second part of Autumn 2020</li> <li>LE has contacted all volunteers</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<p>temporarily amend working arrangements to enable them to work from home.</p> <ul style="list-style-type: none"> <li>Volunteers will be used to support the work of the school. They will be properly supported and given appropriate roles and all checking and risk assessment process as set out in the volunteer section in part 3 of keeping children safe in education will continue to be followed. On return of volunteers: Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups will be kept to a minimum, and they will remain 2 meters from pupils and staff where possible.</li> </ul>			
<b>6. Operational Issues</b>					
<b>6.1 Review of Fire Procedures</b>					
<b>Fire procedures are not appropriate to cover new arrangements</b>	H	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>-Social distancing rules during evacuation and at muster points</li> <li>-Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>Staff and pupils have been briefed on any new evacuation procedures during INSET day.</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul> <p>School will check:  All fire doors are operational at all times  School fire alarm system and emergency lights have been tested and are fully operational  Carry out emergency drills as normal (following social distancing as appropriate).  Adjustments to VWA fire drill will allow for social distancing as appropriate. And learners receive drills x 2 termly.  A full Fire Risk assessment was held via Teams in January 2021.</p>	Yes	<ul style="list-style-type: none"> <li>HT reviewed Evacuation and Fire Escape policy. <ul style="list-style-type: none"> <li>New Assembly point to be identified</li> </ul> </li> <li>Meeting for Fire Risk assessment scheduled</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Fire evacuation drills - unable to apply social distancing effectively	H	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Ongoing basis. There will be one rehearsed and then one unrehearsed fire drill in Autumn 2020 as well as 2021</li> <li>A Fire Risk Audit will take place in January 2021 (19.01.2021)</li> </ul>	L
<b>6.2 Contractors Working on the School Site</b>					
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	H	<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils, and contractors safe.</li> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained.</li> <li>Temperature checks are carried out on arrival and before entering the school building.</li> <li>Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> <li>VWA will consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed.</li> <li>VWA Site Manager (BW) will have discussions with key contractors about the school's control measures and ways of working during the</li> </ul>	Yes	<ul style="list-style-type: none"> <li>HT &amp; Site supervisor to administer</li> <li>Support services e.g. Derbyshire Wish will contact school and additionally parents being supported will be contacted to check permissions. A room will be available and cleaned afterwards according to guidance.</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		autumn term as well as site guidance on physical distancing and hygiene being explained to visitors on or before arrival. <ul style="list-style-type: none"> <li>Where visits can happen outside of school hours, they will.</li> <li>A record is kept centrally of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.</li> </ul>			
<b>7. Finance</b>					
<b>7.1 Costs of the school's Response to COVID-19</b>					
The costs of additional measures and enhanced services to address COVID-19 when reopening places, the school in a category of concern	M	<ul style="list-style-type: none"> <li>Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Additional hours for cleaners/ other staff as necessary</li> <li>PPE and cleaning materials</li> <li>Cost for additional furniture for classrooms</li> <li>Scheduled monthly financial updates continue with Trust leaders and the SLT</li> </ul>	L
<b>8. Governance</b>					
<b>8.1 Oversight of the Governing Body</b>					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.  Governors not fully involved in making key decisions	M	<ul style="list-style-type: none"> <li>Group meetings and online meetings are held regularly with governors.</li> <li>Governing bodies are involved in key decisions on reopening.</li> <li>A programme of meetings is established and aligned to Trust expectations</li> <li>Governors are briefed regularly on the latest government guidance and its implications for the school.</li> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Risk assessment to be sent to Governors</li> <li>Governors to attend Safeguarding training and re-opening update</li> <li>Two weekly meeting agreed with HT and LGB</li> </ul>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>The HT's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</li> </ul>			
<b>9. Additional Site-Specific Issues and Risks</b>					
<b>9.1 Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them</b>					
Transmission of virus using Forest School equipment.	H	<ul style="list-style-type: none"> <li>Forest school now available to all children</li> <li>Children attend in their pods and sessions held outside</li> <li>Social distancing maintained</li> </ul>	Yes	<ul style="list-style-type: none"> <li>All Forest Leaders are fully conversant with the required guidance.</li> </ul>	