



Inspiring All to Excellence



Violet Way Academy

COVID-19 Risk Assessment

Version 6
Revised July 2021

Version 6 (July 2021)

COVID-19: Operational Risk Assessment for Violet Way Academy

Main changes to previous guidance

On 19 July 2021, the guidance was updated as follows:

removed references to Step 4 of the roadmap

amended the language to reflect the fact that Step 4 has commenced (including removing the section on 'contact tracing until Step 4')

added a link to the updated Health and safety: advice for schools, which now incorporates annex

A on risk assessment for COVID-19

clinically extremely vulnerable staff and children

The Royal College of Pediatrics and Child Health has made clear that the overwhelming majority of children and young people still have no symptoms or very mild illness only. Returning to school is vital for their educational progress, for their well-being, and for their wider development.

To continue to manage the risks, schools will carry on implementing the range of protective measures outlined in the guidance. As the country moves to Step 4 of the roadmap, the government continues to manage the risk of serious illness from the spread of the virus. This marks a new phase in the government's response to the pandemic, moving away from stringent restrictions on everyone's day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk.

As COVID-19 becomes a virus that we learn to live with, there is now an imperative to reduce the disruption to children's education - particularly given that the direct clinical risks to children are extremely low, and every adult has been offered a first vaccine and the opportunity for two doses by mid-September.

Our priority is for you to deliver face-to-face, high quality education and childcare to all children. The evidence is clear that being out of education and childcare causes significant harm to educational attainment, life chances, mental and physical health.

Local Outbreaks

Violet Way has a separate Outbreak Management Plan outlining how school will operate if there is an outbreak in the school setting or local area. Advice is clear: given the detrimental impact that restrictions on education can have on children, any measures in settings should only ever be considered as a last resort, kept to the minimum number of settings or groups possible, and for the shortest amount of time possible.

Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.

If school has several confirmed cases within 14 days, this may be considered an outbreak.

Violet Way Academy (Mrs. Hamblin) will call the dedicated advice service who will escalate the issue to the local health protection team where necessary and advise if any additional action is required, such as implementing elements of the outbreak management plan. Leaders can also call the DfE helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.

The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health and PHE health protection teams recommend measures described in the contingency framework in individual education and childcare settings - or a small cluster of settings - as part of their outbreak management responsibilities and this is the advice that Violet Way has followed.

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:	July 2021	Review interval:	Ongoing	Date of next review:	September 2021 end
Related documents					
Trust/Local Authority documents: Staffordshire Contingency Guidance		Government guidance: <ul style="list-style-type: none"> Guidance: What parents need to know about early year's providers, schools and colleges during COVID-19 Updated 19th July 2021 			

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm, or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: 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)
1. Establishing a systematic process for partial opening or Lockdown, including social distancing					
1.1 Safeguarding					
Safeguarding processes, procedures and culture are less effective with the Covid-19 adjustments	H	<ul style="list-style-type: none"> All children who are Clinically Extremely Vulnerable should attend school unless they are one of the very small number of children under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend. 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. All staff and governors have revised the latest guidance and continue to be updated including with peer-on-peer abuse. (January and June 2021) 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-ordinate multi-agency working within VWA School, including communication with school nurses or others complying with this RA. 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). 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. 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 	Yes	<ul style="list-style-type: none"> Summer Clubs have been arranged for the most vulnerable children. Child Protection and Safeguarding shared at Trust Safeguarding sessions led by MH. (DSL) and in relation to Covid-19. HTs Report to LGB and the TB will be based on Covid-19 response and on-going issues. My Concern training undertaken in relation to whole staff aligned approach. Remote Learning Section- please see. (SS) Share the amended policy for safeguarding with all staff and the LGB. (03.03.2021) Shared on website 05.03.2021 	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>responsive now only in respect to Remote Learning if learners must shield or are learning from home due to a positive test.</p> <ul style="list-style-type: none"> 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 <u>home</u> up until August 31st 2021 when all classes/ staff and pupils are expected to return in full. 			
1.2 Net Capacity					
Organisation and capacity of rooms	L	<ul style="list-style-type: none"> We no longer recommend that it is necessary to keep groups apart as much as possible. If your setting is due to close for the summer, you may continue with these measures until the end of your summer term. You should make sure your outbreak management plans cover the possibility that in some local areas it may become necessary to reintroduce keeping groups apart for a temporary period. Any decision to recommend the reintroduction of keeping groups apart would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education and childcare. 	Yes	<ul style="list-style-type: none"> Whole school (270 children) Staff to be provided with guidance and training 03.03.21. RA will be published on the school website with the revised update. Leaders and all staff will continue to review procedures- <i>briefings</i> on a weekly basis. 	L
1.3 Organisation of Teaching Spaces					
Classroom sizes may not allow adequate social distancing	L	<ul style="list-style-type: none"> Schools are no longer recommend that it is necessary to keep groups apart as much as possible. As school closes for the summer, school may continue with these measures until the end of the summer term. 	Yes	<ul style="list-style-type: none"> helping ensure younger children, and those with complex needs, understand the need to follow them will be undertaken through daily reinforcement by staff. 	L
Large spaces need to be used to enable meetings	M	<ul style="list-style-type: none"> There are no limits set for large spaces (e.g. hall, sports hall, and dining hall) for meetings and school dinners. The Trust Catering 	Yes	Outdoors to be used for PE where possible, if not Hall is	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)
and mealtimes from Autumn 2021		<p>Lead will meet and visit on a regular basis to review usage and safety.</p> <ul style="list-style-type: none"> • Design layout and arrangements are no longer required to enable social distancing. • Playground spaces and Forest Areas will be managed on a timetabled schedule and these will be supported through specific lunchtime supervisors who no longer are required to stay with their bubbles. • Groups of pupils will no longer be kept apart, therefore large gatherings such as assemblies or collective worship with more than one group will now be able to take place. • Through timetabling, groups will be not now be required to be kept apart and movement around the school site will return to normal. While passing briefly in the corridor or playground, staff and children will not now be required to 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 into the Autumn Term. • Use of staff rooms is no longer minimised, and there is an expectation that staff must still have a break of a reasonable length during the day at VWA. • Staff PDMs in Spring will be hosted face to face from the Autumn term. 		<p>able to be used. This will include lunchtime clubs.</p> <ul style="list-style-type: none"> • Cleaning regime implemented between meal sittings including use of detergents to continue. • A cleaner will continue to be based on site all day. MH will meet with LH to monitor cleaning schedules and additional cleans where required as appropriate. X 2 daily • A cleaning schedule is in place that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> -more frequent cleaning of rooms and shared areas that are used by different groups -frequently touched surfaces being cleaned more often than normal. -disposable black sacks/ disposable cups also used during lunchtimes. -Halls and larger spaces are cleared of unnecessary equipment where possible. 	
1.4 Availability of Staff and Class Sizes					
The number of staff who are available is lower than that required to teach classes in school as well as	H	<ul style="list-style-type: none"> • 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.MK is the Lead LFT and LE the 	Yes	<ul style="list-style-type: none"> • A record of staff attendance as normal continues through prime 	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)
operate effective remote learning		<p>Administrator. They will both ensure that there are always supplies of LFT to ensure that staff are able to continue testing.</p> <ul style="list-style-type: none"> • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • VWA art room used for any interventions as required. • Full use is made of testing to inform staff deployment. • Supply teachers, peripatetic teachers and other temporary staff will continue to be able to move between schools. 			
1.5 Attendance					
Pupils may have fallen behind in their learning during school closures and achievement gaps may have widened	H	<ul style="list-style-type: none"> • Supply teachers, peripatetic teachers and other temporary staff will continue • From September 2021 all children are expected to return to school and attendance is mandatory once again from this date. Children who live with someone who is clinically extremely vulnerable should still attend school. • Schools will continue to record attendance in the register and follow upon absences of all pupils who are expected to be in school. • 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. • In most cases, parents and carers will agree that a child with symptoms should not attend the setting, given the potential risk to others. If a parent or carer insists on a child attending the VWA setting, the HT can take the decision to refuse the child if, in the HTs reasonable judgement, it is necessary to protect other children and staff from possible infection with COVID-19. The decision will be carefully considered in light of all the circumstances and current public health advice. 	Yes	<ul style="list-style-type: none"> • LE (School Office) will record daily attendance. This will also be included onto a One-Note (Staff Well-being from the ELT/HT meetings). • The school office is closed There is a sign up saying it is. (Bring on Monday – leave in school and leave till half term). • Attendance is shared with the ELT and other HTs on a fortnightly basis. • HT Report will include attendance- whole school and vulnerable groupings. • Mrs. Dawson will support pupils/families with known and presenting attendance issues through a phone call or meeting. • A communication will be shared with parents stressing that all children are expected to attend school from September 2021. 	L
1.6 Prioritising Provision including Remote Learning					

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 continued prioritisation of vulnerable pupils and other children who must shield or self-isolate	H	Children who are clinically extremely vulnerable All children who are CEV should attend their setting unless they are one of the very small number of children under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend. During the summer term all vulnerable children will be offered a place within a Summer Camp.	Yes	<ul style="list-style-type: none"> 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. 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. 	L
1.7 The School Day					
The start and end of the school day create risks of breaching social distancing guidelines	M	<ul style="list-style-type: none"> School will operate for normal hours and breakfast club and after school provision. Start and departure times will return to normal without the required adjustments Parents have received this information in July 2021. Staff greet learners at the point of entry to school. Parents and staff are not now expected to wear face masks. Pupils who are late being collected stay with their adult until collection. 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 classes 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. 	Yes	<ul style="list-style-type: none"> Staff reminders will continue an ongoing basis to ensure social distancing and DfE guidance is consistently applied Parent communication is via MM, bulletins, and text messages. 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. The school office is now open in its usual capacity. Parents are requested to make appointments unless requested otherwise during Autumn 2021. 	L
1.8 Planning Movement Around The School Including Supply Teachers, Peripatetic Teachers, and Other Temporary Staff					

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)
1.9 Curriculum, Behaviour, and Pastoral Support					
<p>Pupils may have fallen behind in their learning during school closures and achievement gaps may have widened</p>	M	<ul style="list-style-type: none"> The curriculum content and delivery has been reviewed to meet children needs including academic, PSHE and mental health. This is through Tracking data opportunities, IEP Interventions, PPMs and Covid Recovery Interventions. Gaps in learning will be assessed in a timely and appropriate way and addressed in teachers' planning. Data points (Trust agreed) will be adhered to. 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. Plans for intervention are in place for those pupils who have fallen behind in their learning including EYFS undertaking two Baselines for YR in the Autumn Term 2021. The staffing structure has been reorganized to ensure consistency in learning Curriculum expectations are clear and aligned to the Academy Improvement Plan as are performance Targets. Planning includes promotion of pupil's development and prepares them for wide opportunities, responsibilities, and experiences. The VWA curriculum remains broad and ambitious in line with the AIP. 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. Teachers have planned to deliver 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. Aim to return to the school's normal curriculum in all subjects by December 2021 and will be prioritised and links to the AID. 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. 	Yes	<ul style="list-style-type: none"> Curriculum recovery and implementation to be phased in to ensure a balance between children's mental health, social and academic need Monitoring from data Summer will focus on missing content/lost learning and how teachers are planning the close the gap. A coherent plan for returning to their normal curriculum for all pupils by the end of the Autumn term 2021 will be undertaken by the end of autumn 2020. The Trust T.I.M.E/IEF will support staff to identify gaps and next steps. 	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"> • 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. • For pupils in year reception, teachers will assess and address gaps in language, early reading, and mathematics, particularly ensuring 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. • For pupils in key stages 1, school leaders will prioritise identifying gaps and re-establish good progress in the essentials (phonics, reading and writing, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The IEF 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. • 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. • VWA will continue to engage peripatetic teachers during this period, including staff from music education specialists. • 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 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: <ul style="list-style-type: none"> -Maintain distancing requirements with each group they teach, where appropriate. -Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing. -Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made. • If indoors staff will use a room with as much space as possible. They will be briefed on the importance of good ventilation. 			

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"> Physical education, sport and physical activity will increase on return from September 2021. 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). VWA will continue to work with after school clubs and organisations for curricular and extra-curricular activities. Activities such as making break times and lessons active and encouraging active travel help to enable pupils to be physically active will be encouraged. VWA Behaviour Policy will be updated with new rules, communicated through Teams to staff, pupils, and parents following surveys in September 2021 where reflections from all groupings have helped shape the policy as well as EEF recommendations. Consequences for poor behaviour and deliberately breaking the rules will be clear. Leaders will work with staff, pupils, and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs. Orderly and calm environments in which all pupils can achieve and thrive will be an expectation at VWA. 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. 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. 			
1.10 Assessment and Accountability					
Statutory assessments are not undertaken and therefore school becomes non-compliant as a result	L	<ul style="list-style-type: none"> Graded Ofsted inspections will be reintroduced at the end of the summer term unless there are significant concerns, including those relating to safeguarding and remote education. Primary assessments will continue as intended and VWA therefore cancel the statutory key stage 1 and key stage 2 tests and teacher assessments 	Yes	<ul style="list-style-type: none"> Trust wide moderation will continue to be undertaken across the year. Pira and Puma will continue as scheduled 	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>planned for the end of summer 2021, including the key stage 2 tests in reading and mathematics.</p> <ul style="list-style-type: none"> 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. The Standards and Testing Agency will update its guidance as soon as possible and VWA will continue to follow updates. Internal assessment will continue following the Trust Assessment approach. 		<ul style="list-style-type: none"> TA will continue as per requirements FFT Training will be undertaken for Governors/SLT and staff. 	
1.11 Remote Education Expectations					
<p>If there is an additional lockdown or children are required to home school after September 2021, Pupils may have fallen behind in their learning during school closures and achievement gaps may have widened</p>	H	<ul style="list-style-type: none"> Where 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. The Remote Learning Leader (MK) 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. 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. Access will be given to high quality remote education resources. Online tools will be consistently used across the school to allow interaction, assessment, and feedback. Staff will provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access 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 	Yes	<ul style="list-style-type: none"> Remote Learning Plan in place. Letters to parents with guidance including a timetable of expectations in each year group. Teams and Teams used and set up pupil domains with support from the Trust IT Lead (RB). 	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"> 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. 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. 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. The Remote Learning Plan will identify VWA expectations on how regularly teachers will check work. Through the Remote Learning Plan teachers will adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding. 			
1.12 Catch-up Support					
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	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"> For pupils with complex needs VWA will spend this funding on catch-up support to address their individual needs. Alongside this universal offer the school will engage with the IEF to ensure that tutoring to accelerate education through a targeted tutoring offer. This will be dependent on pupils attending. 	Yes	<ul style="list-style-type: none"> Internal staff supporting tutoring at VWA weekly. LGB Impact Report in July 2021 	L
1.13 Wraparound Provision and Extra-Curricular Activity					
1.14 Educational Visits					
1.15 Special Educational Needs					
Pupils with SEND may be unable to access provision	M	<ul style="list-style-type: none"> VWA SENDCo and SENDCo support will work collaboratively with families, putting in place reasonable adjustments as necessary in class and 	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)
		<p>within home/remote learning, so that pupils with SEND can successfully access all education alongside their peers.</p> <ul style="list-style-type: none"> 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. 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. 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. 			
1.17 Managing the School Lifecycle					
Limited progress with the school's Spring term calendar because of COVID-19 measures	M	<ul style="list-style-type: none"> School calendar for the Autumn 2021 term reviewed to reflect guidance – now able to recommence whole school assemblies/ productions with audiences. 	Yes	<ul style="list-style-type: none"> SLT to meet to review identify areas to address during autumn term during SLT meetings. Two weekly briefings for whole staff (Parents evenings, Sports, visits, and school trips, etc.) 	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"> A plan is in place for pastoral staff to follow up transition of vulnerable children into Y2-Y3 alongside EHJA in summer 2021. AIP priorities indicate the requirement to liaise with EHJA in transition and the progression of one curriculum. Y2 staff to liaise with Y3 staff to ensure high standards and consistency are maintained through shared opportunities with learning and books. 	Yes	<ul style="list-style-type: none"> SLT to arrange staff visits to EH when possible during the Spring term to check how transition is with the Year 3 pupils. 	L
1.18 Policy Review					

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)
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"> All relevant policies have been revised to take account of government guidance and COVID-19 and its implications for the school. Staff, pupils, parents, and governors have been briefed accordingly. Letter to be sent out to parents ongoing to keep them up to date. 	No	<ul style="list-style-type: none"> School in process of revising all policies on an ongoing basis and shared with staff and governors. Duties allocated to SLT 	M
1.19 Communication Strategy					
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"> All parents including YR parents to be emailed changes to organisation and this put on the website July 2021. Update to be sent to all parents July 21st, 2021. Communications strategies for the following groups are in place: <ul style="list-style-type: none"> ➢ Staff ➢ Pupils ➢ Parents ➢ Governors/Trustees ➢ Local authority ➢ Regional Schools Commissioner ➢ Professional associations ➢ Other partners ➢ All parents – Office staff have emails of parents to send information. 	Yes	<ul style="list-style-type: none"> Staff – email updates and Pre-opening meetings. Weekly staff briefings on return. Parent emails continue an ongoing basis All guidance and information posted on website) Governors update (email and scheduled meetings) Trust Board updates two weekly HT/ELT meetings fortnightly 	L
1.20 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	H	<ul style="list-style-type: none"> Staff notified of all changes prior to reopening. Training Days and staff meetings continue with measures in place for social distancing. CPD and briefing update for: <ul style="list-style-type: none"> ➢ Infection control ➢ Fire safety and evacuation procedures ➢ Safeguarding ➢ Risk management ➢ SEND ➢ Curriculum training and update 	Yes	<ul style="list-style-type: none"> SLT to complete revised school organisation book to reflect updated guidance. Overview of weekly organisation on white board in staff meeting. All monitoring / CPD /PDMs scheduled and shared with staff. New staff will be buddied with fellow staff members. 	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)
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"> Induction programmes are in place for all new staff – during staff meetings. New staff supported by mentors. New staff to be made aware of changes to and updated risk assessment. The revised school organisation handbook is issued to all Midday supervisors inducted by MH- including RA for Covid-19, routines and new systems, and processes: July 2021. 	Yes	<ul style="list-style-type: none"> Email risk assessment to new staff SLT to complete revised school organisation book to reflect updated guidance 	L
1.21 Risk Assessments Including Staff Who Are Pregnant					
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"> Risk assessments have been updated and undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Different areas of the school When pupils enter and leave school During movement around school During break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 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. 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. 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 	Yes	<ul style="list-style-type: none"> SLT completed RA prior to opening and staff notified of this 	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>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.</p> <ul style="list-style-type: none"> A staff Wellbeing Risk assessment has been established following a Health and Safety Audit. (May 2021) 			
2. Hygiene and Cleaning Arrangements					
2.1 Cleaning					
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"> A return-to-work plan for cleaning staff (including a deep clean) continues throughout the Spring term. An enhanced cleaning plan is agreed and implemented which minimizes the spread of infection. Working hours for cleaning staff are reviewed to include cleaning during the day. Resources are ordered swiftly by CST and checked that they meet requirements. 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. 	Yes		L
2.2 Hygiene and Handwashing					
Maintaining sufficient supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	H	<p>Hand hygiene Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that children clean their hands regularly. This can be done with soap and water or hand sanitiser.</p> <p>Respiratory hygiene The 'catch it, bin it, kill it' approach continues to be very important.</p> <p>The e-Bug website contains free resources for you, including materials to encourage good hand and respiratory hygiene.</p> <p>Use of personal protective equipment (PPE)</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)
		<p>Most staff in settings will not require PPE beyond what they would normally need for their work.</p> <p>More information on the use of PPE for COVID-19 can be found in use of PPE in education, childcare and children’s social care.</p> <p>Maintain appropriate cleaning regimes, using standard products such as detergents You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day) with a particular focus on frequently touched surfaces.</p> <p>PHE has published guidance on COVID-19: cleaning of non-healthcare settings outside the home.</p>			
Pupils forget to wash their hands regularly and frequently	H	<ul style="list-style-type: none"> • Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. • Talk to pupils about only taking one hand towel to dry hands • Routines reinforce the need to wash hands regularly and frequently. • School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Yes	<ul style="list-style-type: none"> • Monitor compliance and consistent implementation. Schedule in place 	L
2.3 Ventilation Including Uniforms/ Clothing/Fabric/Items Taken and Brought into School					
Shared items that are taken out of and brought into schools increase the risk of the virus spreading	M	<ul style="list-style-type: none"> • 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. • 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. • Natural ventilation – if necessary, staff can open external opening doors if they are not fire doors and where safe to do so. • In classes and throughout school staff will open high level windows in preference to low level to reduce draughts. 	Yes	<ul style="list-style-type: none"> • Shared in staff briefings- see staff Briefing Book 	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"> • Leaders will support flexibility to allow additional, suitable indoor clothing. <i>For more information see School uniform</i> • Staff will rearrange furniture where possible to avoid direct drafts. • Heating will be used to ensure comfort levels are maintained particularly in occupied spaces. • 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"> • opening high level windows in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform • rearranging furniture where possible to avoid direct drafts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>			
Clothes/items brought into school increase the risk of the virus spreading	M	<ul style="list-style-type: none"> • Wearing of uniforms by pupils is expected at VWA to minimise risks and bringing items into school to contribute to the ethos of the school, setting an appropriate tone. • Water bottles will be provided by school and will remain in school. • No book bags to be brought into school. • 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. • Pupil non-compliance will be managed sensitively, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures. • 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. 	Yes	<ul style="list-style-type: none"> • Throughout Spring children will be expected to wear their school uniform and may bring the following into school: • lunch boxes, hats, coats, Books, • 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. 	L
2.4 Catering and Free School Meals					

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"> VWA kitchens will be fully open during the Autumn 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. School midday supervisors are not now required to keep distance from children even when serving lunches where possible. Chairs (especially underneath) and tables will be cleaned after eating thoroughly. 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. No additional funding is accessed to support school to provide food parcels or meals to eligible children led by the catering lead (LS). 	Yes	<ul style="list-style-type: none"> LS Catering Lead will support Menus/ Food provision including FSM 	L
2.5 Estates					
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 Summer Term 2021.</p> <p>All building maintenance will be undertaken prior to whole school opening.</p>	Yes	<ul style="list-style-type: none"> PAT Testing Water Testing Legionella Clear plan in place to maintain the site Boards will cover the Millennium tiles in the Hall New curtains purchased for the school hall. Painting of the outdoor mobiles. The office in the center of the school will be re-furnished. The HTs Office will be relocated. 	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)
2.6 Testing and managing symptoms					
<p>Testing is not used effectively to help manage staffing levels and support staff wellbeing</p>	H	<p>When an individual develops COVID-19 symptoms or has a positive test</p> <p>Children, staff and other adults should follow public health advice on when to self-isolate and what to do. They should not come into the setting if they have symptoms of coronavirus (COVID-19) or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).</p> <p>If anyone in your setting develops symptoms of coronavirus (COVID-19), however mild, you should send them home and they should follow public health advice.</p> <p>For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.</p> <p>If a child is awaiting collection, appropriate PPE should be used if close contact is necessary. Further information on this can be found in use of PPE in education, childcare and children’s social care. Any rooms they use should be cleaned after they have left.</p> <p>The household (including any siblings) should follow PHE’s stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection.</p> <p><i>Asymptomatic testing</i></p> <p>Testing remains important in reducing the risk of transmission of infection within settings. That is why, while some measures are relaxed, others will remain, and if necessary, in response to the latest epidemiological data, we all need to be prepared to step measures up or down in future depending on local circumstances.</p> <p>Over the summer, staff should continue to test regularly if they are attending settings that remain open. Regular testing will then pause in settings over the summer if they are closed. However, testing will still be widely available over the summer and kits can be collected either from your local pharmacy or ordered online.</p>	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)
		<p>Early years staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.</p> <p>Early years children are not included in the rapid testing programme. PHE has advised there are limited public health benefits attached to testing early years children with rapid lateral flow coronavirus (COVID-19) tests. Young children may find the rapid lateral flow testing process unpleasant and are unable to self-swab.</p> <p>Confirmatory polymerase chain reaction (PCR) tests</p> <p>Staff and children with a positive rapid lateral flow test result should self-isolate in line with COVID-19: guidance for households with possible coronavirus infection. They will also need to get a free PCR test to check if they have COVID-19.</p> <p>While awaiting the PCR result, the individual should continue to self-isolate.</p> <p>If the PCR test is taken within 2 days of the positive rapid lateral flow test, and is negative, it overrides the rapid lateral flow test and they can return to the setting, as long as the individual does not have COVID-19 symptoms.</p> <p>Test and Trace Support Payments</p> <p>Some staff, parents and carers may be eligible for a one-off Test and Trace Support Payment of £500 if they have been told to self-isolate by their education setting. This is payable in one lump sum from the local authority.</p> <p>Further information is available on claiming financial support under the Test and Trace Support Payment scheme.</p> <p>Other considerations</p> <p>Further information is available in supporting pupils with medical conditions at school.</p> <p>Leaders should ensure that key contractors are aware of the setting's control measures and ways of working.</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>Admitting children back to the setting</p> <p>In most cases, parents and carers will agree that a child with symptoms should not attend the setting, given the potential risk to others. If a parent or carer insists on a child attending the setting, the HT can take the decision to refuse the child if, in their reasonable judgement, it is necessary to protect other children and staff from possible infection with COVID-19. The decision would need to be carefully considered in light of all the circumstances and current public health advice.</p>			
2.7 First Aid/Designated Safeguarding Leads					
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"> The school has a programme of First Aid training for staff First Aid training is updated on an ongoing basis. A programme for training additional staff is in place if necessary. 	Yes	<ul style="list-style-type: none"> Ongoing Trust Matrix with training requirements (KG) Training June and July 2021 	L
2.8 Medical Rooms					
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 supported as normal, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window will be opened for ventilation	Yes	Some pupils with complex needs will struggle to maintain as good respiratory hygiene as 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.	L
2.9 Communication with Parents					

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 are not fully informed of the health and safety requirements for the reopening of the school	H	<ul style="list-style-type: none"> 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. A COVID-19 section on the school website is created and updated. 	Yes	<ul style="list-style-type: none"> Via email and on website Ongoing updates Sign up for class Teams 	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"> 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. 	Yes		L
2.10 Personal Protective Equipment (PPE) and Local Immunisation					
Provision of PPE for staff where required is not in line with government guidelines	L	<p>Face coverings are no longer be recommended for staff and visitors in corridors or communal areas. You can find more information on face coverings: when to wear one, exemptions, and how to make your own.</p> <p>The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where staff may come into contact with people they don't normally meet. This includes public transport.</p> <p>In circumstances where face coverings are recommended If school has an outbreak in the setting, a director of public health might advise school that face coverings should temporarily be worn in communal areas by staff and visitors (unless exempt). Leaders will make sure the outbreak management plans cover this possibility.</p> <p>In these circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Transparent face coverings may be effective in reducing the spread of COVID-19.</p>	Y		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)
3. Maximising Social Distancing Measures					
3.1 Pupil Behaviour					
Pupils' behaviour on return to school does not comply with school policy	H	<ul style="list-style-type: none"> • Clear messaging to pupils on the importance and reasons for following behaviour approaches will be reinforced throughout the school day by staff. • Staff model positive behaviour consistently. • The school's behaviour policy has been revised to include compliance and this has been communicated to staff, pupils, and parents. • 	Y	<ul style="list-style-type: none"> • Staff on duty to monitor during break and lunchtimes, Playground and woodlands is zoned. Breaks and Dinnertimes are timetabled. • Social distancing zones in school no longer required. 	L
3.2 Classrooms and Teaching Spaces					
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"> • Desks are set up in tables as normal. • Where staff need to work with individual children or small groups of children from more than one class this will revert to normal procedures. • Each pupil will continue to work with their own set of resources in an individual tray or pencil case on their desk space, to continue to limit movement around the class. • Classroom-based resources, such as books and games, can be used and shared within the class as normal; these will be cleaned regularly, along with all frequently touched surfaces as normal, 	Yes	<ul style="list-style-type: none"> • SLT will monitor compliance 	L
3.3 Movement in Corridors					
3.4 Break Times and Outdoor Play Equipment Including Forest Schools					
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"> • Break times are staggered. • Outside breaks will have limited children at a time in zoned areas. • External areas are designated for different groups. • Pupils are reminded about social distancing as break times begin. • Supervision levels have been enhanced, especially with younger pupils, to support social distancing. 	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)
3.8 Arrival and Departure from School					
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply	H	<ul style="list-style-type: none"> Start and finish times are staggered as normal. Social distancing guidelines are no longer reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. 	Yes	<ul style="list-style-type: none"> Staff on duty at beginning and end of day. Parents notified of arrangements. 	L
3.9 Transport					
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"> 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. 			
4. Continuing Enhanced Protection for Children and Staff with Underlying Health Conditions					
4.1 Pupils with Wellbeing and Support Issues					
Pupils with underlying wellbeing issues are not able to access school	H	Some VWA children may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood. Leaders will provide more focused support for children's individual issues, drawing on external support where necessary and possible. To support this, leaders, where required, will access the free resource MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd has also developed coronavirus staff resilience tips with advice and tips for frontline staff.	Yes	<ul style="list-style-type: none"> DSL in regular touch with vulnerable children Parents kept up to date with their actions 	L
4.2 Staff with Underlying Health Issues					

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)
5. Enhancing Mental Health Support for Pupils and Staff					
5.1 Mental Health Concerns – Pupils					
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"> Recovery curriculum planned and implemented to support children’s wellbeing and mental health ongoing will be undertaken in Autumn 2021. There are sufficient numbers of trained staff available to support pupils with mental health issues. There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies (stories/toy characters are used for younger pupils to help talk about feelings). Resources/websites to support the mental health of pupils are provided. 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. The return to VWA ongoing allows social interaction with peers, carers, and teachers, which benefits wellbeing. 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. 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 	Yes	<ul style="list-style-type: none"> DSL and DDSL in regular contact with children and families. Communication between staff & DSL robust following up regular contact with all children and parents. 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. This will be shared on the staff meeting Rota. (2021) 	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>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.</p> <ul style="list-style-type: none"> • The Whole School SEND (WSS) consortium will be delivering some training and how-to ideas for mainstream schoolteachers (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. • 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. • VWA provision will support pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> -support the rebuilding of friendships and social engagement -address and equip pupils to respond to issues linked to coronavirus (COVID-19) -support pupils with approaches to improving their physical and mental wellbeing - provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible -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. • 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"> -support for resilience, mental health and wellbeing including anxiety, bereavement, and sleep issues -support for pupils with additional and complex health needs 			

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)
		-supporting vulnerable children and keeping children safe -delivering the healthy child programme (which includes immunisation), identifying health and wellbeing needs.			
5.2 Mental Health Concerns – Staff					
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	H	<ul style="list-style-type: none"> • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources. • Supporting staff • Governing boards and school leaders will have regard to staff (including the Headteacher) work-life balance and wellbeing. VWA will ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. • 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. • 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. • The SLT will review existing practices in this respect and schools drawing on the DfE’s workload reduction toolkit. 	Yes	<ul style="list-style-type: none"> • The Trust Wellbeing Lead continues to confidentially support staff with anxiety/wellbeing issues. • 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 education and address staff workload. 	L
Working from home can adversely affect mental health	H	<ul style="list-style-type: none"> • Staff working from home due to self-isolation have regular catchups with line managers. • Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. • Appropriate work plans have been agreed with support provided where necessary. • Staff working from home may help provide remote learning for any pupils who need to stay at home. 	Yes	<ul style="list-style-type: none"> • Designated SLT members will continue to contact staff on an agreed basis. 	L
5.3 Bereavement Support					

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 and staff are grieving because of loss of friends or family	H	<ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support. Support is requested from other organisations when necessary. A Staff Wellbeing RA has been produced. 	Yes	<ul style="list-style-type: none"> MD and SL (Trust Wellbeing Lead for Children) will agree an action plan to support families and children who have lost loved ones. 	L
5.4 Staff Taking Leave and other Support (Volunteers)					
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	H	<ul style="list-style-type: none"> 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. 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 temporarily amend working arrangements to enable them to work from home. 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. 	Yes		L
6. Operational Issues					
6.1 Review of Fire Procedures					
Fire procedures are not appropriate to cover new arrangements	H	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> -Social distancing rules during evacuation and at muster points -Possible need for additional muster point(s) to enable social distancing where possible Staff and pupils have been briefed on any new evacuation procedures during INSET day. Incident controller and fire marshals have been trained and briefed appropriately. 	Yes	<ul style="list-style-type: none"> HT reviewed Evacuation and Fire Escape policy. <ul style="list-style-type: none"> • New Assembly point to be identified • Meeting for Fire Risk assessment scheduled 	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)
		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 July 2021.			
Fire evacuation drills - unable to apply social distancing effectively	H	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place and having reflected on the evacuation procedures will continue into the Autumn term. 	Yes	<ul style="list-style-type: none"> Ongoing basis. There will be one rehearsed and then one unrehearsed fire drill in Autumn 2021 A Fire Risk Audit will take place in September 2021 	L
7. Finance					
7.1 Costs of the school's Response to COVID-19					
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"> Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review on an ongoing basis. 	Yes	<ul style="list-style-type: none"> Additional hours for cleaners/ other staff as necessary PPE and cleaning materials Cost for additional furniture for classrooms Scheduled monthly financial updates continue with Trust leaders and the SLT IEF intervention. Covid Recovery Plan. 	L
8. Governance					
8.1 Oversight of the Governing Body					

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>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</p> <p>Governors not fully involved in making key decisions</p>	M	<ul style="list-style-type: none"> Group meetings and online meetings are held regularly with governors and will be until September 2021. The LGB is involved in key decisions on reopening. A programme of meetings is established and aligned to Trust expectations Governors are briefed regularly on the latest government guidance and its implications for the school. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. 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. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. 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. 	Yes	<ul style="list-style-type: none"> Risk assessment to be sent to Governors Governors to attend Safeguarding training and re-opening update Two weekly meeting agreed with HT and LGB 	L
9. Additional Site-Specific Issues and Risks					
9.1 Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
Transmission of virus using Forest School equipment.	H	<ul style="list-style-type: none"> Forest school now available to all children Children attend in their classes from the Autumn and sessions held outside will continue- Wellbeing 	Yes	<ul style="list-style-type: none"> All Forest Leaders are fully conversant with the required guidance. 	