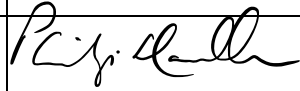


| Over-arching Risk | Assessed risk if no actions taken | Controls in place | Considering controls in place, current risk level assessed by Headteacher | Further key actions to be taken and by when | Assessment agreed by trust ELT and date |
|--|-----------------------------------|--------------------------------|---|---|--|
| Risk that The Polesworth School cannot remain open fully to all pupils in all year groups in line with current DfE Guidance | High | See Key Risk assessments below | Low | |  5th November 2020 |

| Key Risks | Assessed risk if no actions taken | Requirement | Controls in place | Considering controls in place, current risk level assessed by Headteacher | Further key actions to be taken and by when |
|--|-----------------------------------|-------------------|---------------------------------------|---|---|
| 1. Risk that an individual who is unwell with COVID-19 symptoms, or who have someone in their household who is unwell, attends school. | High | Must | See Individual risk assessments below | Low | |
| 2. Risk that individuals in school do not carry out regular handwashing in line with DfE guidance. | High | Must | See Individual risk assessments below | Low | |
| 3. Risk that individuals in school do not practice good respiratory hygiene | High | Must | See Individual risk assessments below | Low | |
| 4. Risk that the cleaning regime in school is not in line with DfE guidance | High | Must | See Individual risk assessments below | Low | |
| 5. Risk that contact between individuals is not minimised and social distancing maintained where possible. | High | Properly Consider | See Individual risk assessments below | Low | |
| 6. Risk that PPE equipment is not worn where appropriate | Medium | Must | See Individual risk assessments below | Low | |
| 7. Risk that school response to infection is not in line with the DfE guidance | Medium | Must | See Individual risk assessments below | Low | |
| 8. Risk that the educational provision for pupils does not return to normal | Medium | Properly Consider | See Individual risk assessments below | Low | |
| 9. Risk that the trust is not a good employer | Medium | Properly Consider | See Individual risk assessments below | Low | |

| Key risk 1: Risk that an individual who is unwell with COVID-19 symptoms, or who have someone in their household who is unwell, attends school. | | | | |
|---|-----------------------------------|--|--|---|
| Sub-risk | Assessed risk if no actions taken | Controls in place (refer to school plan) | Considering controls in place, current assessed risk level | Further key actions to be taken and by when |
| Children, staff or visitors attend school when they should be self- isolating in line with Public Health England guidance | High | <ul style="list-style-type: none"> • Staff and Pupil Ready Reckoner used to inform judgements re attendance. Individual conversations with staff and parents as appropriate • Advice given and emphasised regularly re isolation • Isolation periods noted and monitored • Welfare checks made • Visitors to be questioned in advance of visit re presence of symptoms (cough, temperature) • Upon arrival information will be taken for Track and Trace purposes and their temperature will be taken and recorded • Visitors advised against coming to school where symptoms are present | | |
| Where a potential case of covid-19 is identified in school | Medium | <ul style="list-style-type: none"> • DfE guidance strictly adhered to | | |

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| it is not dealt with in line with DfE guidance | | <ul style="list-style-type: none">• PPE available to staff when treating or supporting students or staff | | |
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| Key risk 2: Risk that individuals in school do not carry out regular handwashing in line with DfE guidance. | | | | |
|--|--|--|---|--|
| Sub-risk | Assessed risk if no actions taken | Controls in place (refer to school plan) | Considering controls in place, current assessed risk level | Further key actions to be taken and by when |
| Facilities for handwashing/sanitising are not in place | High | <ul style="list-style-type: none"> • Hand sanitiser available to staff and students in every classroom • Regular handwashing/sanitising embedded into daily routine • Hand sanitiser available across the site • Audit of site carried out with CAT Estates Manager and advice sought and implemented as appropriate | | |
| Pupils, staff and visitors do not make use of provided facilities in line with DfE guidance | High | <ul style="list-style-type: none"> • Pupils, staff and visitors expected and encouraged to use provided facilities available across the site • Pupils, staff and visitors required to use sanitiser upon arrival and departure and change of location across the site | | |

| Key risk 3: Risk that individuals in school do not practice good respiratory hygiene | | | | |
|---|--|---|---|--|
| Sub-risk | Assessed risk if no actions taken | Controls in place (refer to school plan) | Considering controls in place, current assessed risk level | Further key actions to be taken and by when |
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| Facilities for 'catch it, bin it, kill it' such as supplies of tissues, bins and bags are not in place | Medium | <ul style="list-style-type: none"> • Hand sanitiser, wipes and tissues available in every classroom and across the site • Bins and bags available in classrooms and across the site | | |
| Pupils, staff and visitors do not make use of provided facilities in line with DfE guidance | High | <ul style="list-style-type: none"> • Pupils, staff and visitors are informed of facilities available • Pupils, staff and visitors are regularly reminded of facilities available • Pupils, staff and visitors are expected and encouraged to use provided facilities regularly | | |
| Face coverings are not used appropriately | High | <ul style="list-style-type: none"> • Pupils and staff are expected to wear face coverings during lessons in order that they feel less anxious and more reassured about protection from Covid 19 • Pupils and staff are expected to wear face coverings when moving around site or en route to designated areas • Advice is regularly shared re how to wear a face mask properly to protect self and others | | |

| Key risk 4: Risk that the cleaning regime in school is not in line with DfE guidance | | | | |
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| Sub-risk | Assessed risk if no actions taken | Controls in place (refer to school plan) | Considering controls in place, current assessed risk level | Further key actions to be taken and by when |
| Regular cleaning of surfaces in line with PHE guidance is not in place | High | <ul style="list-style-type: none"> • Stricter and more robust cleaning regime agreed and implemented through Chartwells • Cleaning regime monitored and adapted as needed by SBM and ASBM | | SBM/ASBM to monitor this is being done via Chartwells supervisor and inspections around school |
| Regular cleaning of toilets in line with PHE guidance is not in place | High | <ul style="list-style-type: none"> • Stricter and more robust cleaning regime agreed and implemented through Chartwells • Cleaning regime monitored and adapted as needed by SBM and ASBM | | SBM/ASBM to monitor this is being done via Chartwells supervisor and inspections around school. |
| Regular cleaning of equipment, both indoor and outdoor is not in place | High | <ul style="list-style-type: none"> • Wipes will be provided so students can wipe equipment before and after use • Staff to ensure they are instructed to do so | | Additional Caretaker starting October, who will be responsible for stocking classrooms with sufficient supplies, monitoring stocks and looking at possibility of cleaning some multi used classrooms during break and lunchtimes to reduce the use of wipes. To be monitored by ASBM/SBM. |

Key risk 5: Risk that contact between individuals is not minimised and social distancing maintained where possible.

| Sub-risk | Assessed risk if no actions taken | Controls in place (refer to school plan) | Considering controls in place, current assessed risk level | Further key actions to be taken and by when |
|---|-----------------------------------|---|--|---|
| The size of groups or “bubbles” is not practical in this school’s educational setting | High | <ul style="list-style-type: none"> Year group bubbles are used in line with DfE guidance Year groups are zoned and taught in their zoned areas as far as possible whilst maintaining the full curriculum | | |
| The size of groups or “bubbles” does not minimise the opportunities for interaction in this school. | High | <ul style="list-style-type: none"> Bubbles are year groups and zoning minimises opportunities for interaction Each year group has its own dedicated area at the start of the day Breaks and lunches are staggered with dedicated areas for bubbles Where different bubbles use the same rooms these lessons are clearly identified and equipment and furniture is cleaned before the next bubble enters | | |
| Groups are mixed for specialist teaching, where this is not necessary | High | <ul style="list-style-type: none"> There is no cross year group mixing for specialist teaching | | |

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| Where teachers and other staff, including supply and contractors, are required to move between groups they are less than 2 metres apart from pupils or other adults, where this is not necessary | High | <ul style="list-style-type: none"> • Wherever possible students remain in their zoned areas to minimise movement around the site • Passing in the corridor is low risk as per DfE guidance | | |
| Adults come within 2 metres of pupils in the classroom, where this is not necessary | High | <ul style="list-style-type: none"> • A 2m zone is created within each classroom that students are not permitted to access except on entry and exit of the room where necessary | | |
| Adults come within 2 metres of each other, where this is not necessary | High | <ul style="list-style-type: none"> • Adults are expected to maintain a 2m distance as far as possible • They are reminded of this regularly • Use of email, telephone and Teams to communicate where offices and meeting rooms do not allow for social distancing | | |
| Older children do not keep apart from each other, where this is possible | High | <ul style="list-style-type: none"> • Students are reminded to remain in their year group bubbles • Supervision ensures that students remain in their year group bubbles • One way systems in place where necessary | | |

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| | | in buildings and around the site | | |
| Classroom set up involves pupils facing each other, where this is not necessary | High | <ul style="list-style-type: none"> Classrooms are set up so that students are sat in rows whenever possible Where this is not possible every precaution is taken to minimise infection | | |
| School behaviour policy does not take into account the requirement to minimise mixing of groups or individuals | Medium | <ul style="list-style-type: none"> School behaviour policy is adapted to take account of the requirement to minimise mixing Behaviour policy is shared with all staff Behaviour policy addendum demonstrates clearly the sanctions applicable if students do not adhere to COVID 19 expectations / measures | | |
| Checklist | | | | Plan or Risk Assessment in place |
| The following activities should be considered, where applicable, in school and covered by plans or risk assessments in line with the principles above to ensure the risk of contact between individuals or groups is minimised as far as practicable . This list is not exhaustive: | | | | Yes or N/A |
| Start of day arrival at school | | | | Yes |
| End of day departure from school | | | | Yes |
| Travel to and from school | | | | Yes |
| Lunchtimes | | | | Yes |
| Breaktimes | | | | Yes |
| Movement of pupils between different school teaching spaces | | | | Yes |

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| Movement of staff between different school teaching spaces | Yes |
| Delivery of curriculum PE | Yes |
| Delivery of curriculum Music | Yes |
| Delivery of curriculum Design & Technology | Yes |
| Delivery of curriculum Art | Yes |
| Delivery of practical Science | Yes |
| Delivery of practical Drama | Yes |
| Assemblies and other large gatherings | Yes |
| Operation of extra curricula activities | Yes |
| Operation of before and after school childcare | NA |
| Operation of wraparound nursery childcare | NA |
| Working with SEND children where the child's behaviours may pose an additional risk | Yes |
| Recruitment | Yes |
| Visitors to school | Yes |
| Supply and peripatetic staff operating in school | Yes |
| Trainee teachers and apprentices in school | Yes |
| Gatherings of staff, eg: staffroom, meetings or training. | Yes |
| Delivery of catering | Yes |
| Contractors working on site | Yes |
| Educational visits | Yes |
| One to one and catch up support | Yes |
| Use of classroom resources | Yes |
| Marking and review of pupil work | Yes |

| Key risk 6: Risk that PPE equipment is not worn where appropriate | | | | |
|--|--|---|---|--|
| Sub-risk | Assessed risk if no actions taken | Controls in place (refer to school plan) | Considering controls in place, current assessed risk level | Further key actions to be taken and by when |
| Appropriate PPE is not worn when dealing with a child who is showing symptoms of Covid-19 and where adult cannot keep 2 metres apart | Medium | <ul style="list-style-type: none"> • Appropriate PPE is available and worn when dealing with a child displaying symptoms • The child can be isolated to minimise the risk of transmission | | |
| Appropriate PPE is not worn when a child has routine intimate care needs where PPE would normally be worn. | Low | Not applicable | | |

| Key risk 7: Risk that school response to a confirmed infection is not in line with the DfE guidance (New requirement from 1 July 2020) | | | | |
|---|--|--|---|--|
| Sub-risk | Assessed risk if no actions taken | Controls in place (refer to school plan) | Considering controls in place, current assessed risk level | Further key actions to be taken and by when |
| Employees are unaware of the NHS Test and Trace process and that they must have a test in the event of displaying symptoms. | Medium | <ul style="list-style-type: none"> All staff details are checked to ensure they are correct for Test and Trace purposes All staff are informed of the Test and Trace process All staff are aware that they must have a test in the event of displaying symptoms | | |
| Employees are unaware that they must provide details of close contacts if asked to by NHS Test and Trace. | Medium | <ul style="list-style-type: none"> Staff are aware that they will need to provide details of close contacts for the Test and Trace process | | |
| Employees are unaware that they must self-isolate if they are diagnosed with Covid-19 or have been in contact with someone diagnosed with Covid-19. | Medium | <ul style="list-style-type: none"> Staff are aware that they must self-isolate in the event of being diagnosed with COVID 19 or have had contact with someone with COVID 19 | | |
| Parents and carers are unaware of the NHS Test and Trace process and that their child must have a test in the event of displaying symptoms. | Medium | <ul style="list-style-type: none"> Parents are made aware of the Test and Trace process and are reminded regularly of the process via communication from school | | |

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| Parents and carers are unaware that they must provide details of close contacts of their child if asked to by NHS Test and Trace. | Medium | <ul style="list-style-type: none"> Parents/carers are made aware that they must provide details of close contacts for the Test and Trace process | | |
| Parents and carers are unaware that their child must self-isolated if they are diagnosed with Covid-19 or have been in contact with someone diagnosed with Covid-19. | Medium | <ul style="list-style-type: none"> Parents/carers are made aware and reminded regularly of the need to self-isolate if diagnosed or having been in contact with someone who has been diagnosed | | |
| Staff, parents and carers do not inform the school if they or household member has a positive test for Covid-19 | High | <ul style="list-style-type: none"> Staff, parents and carers are regularly reminded of the importance of informing the school in the event of a positive result for COVID 19 | | |
| In the event of a positive Covid-19 case in school, school does not contact local health protection team and comply fully with their advice. | Low | <ul style="list-style-type: none"> School will comply with all advice and guidance as published or given by DfE/PHE | | |
| In the event of a positive Covid-19 case, school does not have records of close contacts made in school | High | <ul style="list-style-type: none"> School ensures that registers are accurate and are maintained by staff. This ensures that close contacts can be monitored accurately. | | |
| Key risk 8: Risk that the educational provision for pupils does not return to normal | | | | |
| Sub-risk | Assessed risk if no actions taken | Controls in place (refer to school plan) | Considering controls in place, current assessed risk level | Further key actions to be taken and by when |

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| A broad and ambitious curriculum is not in place | Low | <ul style="list-style-type: none"> All students follow a broad and ambitious curriculum There is no curriculum marginalisation for any year group | | |
| Government funded intervention and catch up programme is not effective | High | <ul style="list-style-type: none"> Assessment and monitoring effectively identifies gaps in knowledge A school-wide intervention approach offers a bespoke and personalised catch-up process as necessary | | |
| Appropriate integrated remote learning package is not immediately in place for individuals, groups or whole school in the event of education not being able to be provided physically. | High | <ul style="list-style-type: none"> High quality remote learning is immediately available where education cannot physically be provided Platforms such as Teams, Educake, Hegarty continue to be used A contingency plan to support “active” teaching in the event of a lockdown is maintained | | |

| Key risk 9: Risk that the trust is not a good employer | | | | |
|---|--|---|---|--|
| Sub-risk | Assessed risk if no actions taken | Controls in place (refer to school plan) | Considering controls in place, current assessed risk level | Further key actions to be taken and by when |

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| Employees with increased personal risks are not protected | Low | <ul style="list-style-type: none"> • Most current staff Ready Reckoner used to identify and communicate with staff • Measures put in place to accommodate and protect staff | | |
| Employees are anxious about coming to work due to covid-19 | Medium | <ul style="list-style-type: none"> • Transparent communication throughout and individual conversations as appropriate to alleviate anxiety | | |
| Employees are not fully trained on the school opening plan | Medium | <ul style="list-style-type: none"> • Staff consulted re key documents • Key documents shared • Any updates communicated with staff in a timely manner • Staff provided with a summary of the government guidance | | |
| Employees are not fully consulted on the school opening plan | High | <ul style="list-style-type: none"> • Staff are kept up to date with all plans and receive regular updates • School opening information documents are shared with all staff | | |
| Workload once open is not achievable | High | <ul style="list-style-type: none"> • Staff workload is achievable as a result of clear and transparent communication | | |

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| | | <ul style="list-style-type: none"> Staff teams are involved in conversations relating to ensuring the curriculum is deliverable and operational systems are implemented clearly such as catering, cleaning, maintenance etc | | |
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Resources

Government guidance:

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

Risk matrix:

| | | LIKELIHOOD | | | | |
|----------|-------------|---------------|----------|--------|-------------|----------------|
| | | VERY UNLIKELY | UNLIKELY | LIKELY | HIGH LIKELY | ALMOST CERTAIN |
| SEVERITY | NEGLIGIBLE | LOW | LOW | LOW | LOW | LOW |
| | MINOR | LOW | LOW | LOW | MEDIUM | MEDIUM |
| | SERIOUS | LOW | MEDIUM | MEDIUM | MEDIUM | HIGH |
| | SEVERE | LOW | MEDIUM | MEDIUM | HIGH | HIGH |
| | VERY SEVERE | MEDIUM | MEDIUM | HIGH | HIGH | HIGH |