

Full opening of schools - September 2020

RISK ASSESSMENT

SCHOOL NAME: Swaffham Bulbeck

Number on roll: Currently 101 including nursery

SCHOOL NAME: Swaffham Prior

Number on roll: 103

Current document version: 4

Quality assurance cycle

Initial approvals	Dates
Consultation with staff	13 th July – 20 th July 2020
Headteacher completion	17.8.20 – re-visited by HB
H&S Manager sign off	19.8.20
CEO Sign Off	19.8.20
DEMAT Board informed	

Monthly RA review cycle

Review date	Version No	H&S Manager	CEO	Board
1 st October	2	2/10/20	5/10/20	
1 st November	3	3/11/20	3/11/20	
1 st December	4	4/12/20	4/12/20	

Note – each Risk Assessment has been amended using track changes, so that there is a documented history of all changes made.

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The Diocese of Ely Multi-Academy Trust (DEMAT)

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Registered Office: Diocesan Office, Bishop Woodford House, Barton Road, Ely CB7 4DX



Introduction

Following government instructions to reopen schools fully in September 2020, we will do all we can to make them as safe as possible for our communities. This period of time needs to be used for leaders to carry out a complete assessment of their capacity and ability to open in September 2020 to all pupils.

Each DEMAT school is required to complete the following Risk Assessment and each school's circumstances will be considered individually and signed off by the Chief Executive who will inform the Trust Board. Headteachers are required to use the Risk Assessment to ensure that all building, sites and health and safety risks are considered and addressed before the school can be opened.

Risk Assessment Monitoring and Review Requirements

Headteachers will be required to complete this Risk Assessment in full using the most recent [Government guidance](#) and DEMAT guidance to support the controls and any actions required. Headteachers will be required to review this Risk Assessment monthly throughout the Autumn term. This Risk Assessment covers all DEMAT schools including all school-run pre schools and nurseries.

The DEMAT Risk Assessment is divided into four sections, as follows:


1. Pre-opening
2. Staffing communication, and compliance with procedures
3. Management of site
4. Safeguarding and mental health

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The following measures have been determined by the Government as part of the [Guidance for the full opening of schools](#) as being central to implementing a full opening of schools. The associated DEMAT guidance provides local context and advice for schools to follow.

Preventative and Response measures upon which the risk assessment is based

Prevention

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time. Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances. Number 6 applies in specific circumstances.

Response to infection (all actions compulsory)

- 1) engage with the NHS Test and Trace process
- 2) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 3) contain any outbreak by following local health protection team advice

DEMAT Risk/Priority Indicator Key

Severity (Consequence)
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood
1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
5. Almost certain/imminent

RISK/PRIORITY INDICATOR MATRIX						
LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

Summary		Suggested Timeframe
12-25	High	As soon as possible
6-11	Medium	Within the next three to six months
1-5	Low	Whenever viable to do so

DEMAT Risk Assessment

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education as follows:

[Guidance for the full opening of schools](#)

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

School name:	Swaffham Bulbeck	Assessment conducted by – name:	Helen Bartley		
Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers	Assessment conducted by – job title:	Headteacher		
Assessment date:	01/07/2020	Review interval:	1 month	Date of next review:	01/12/2020

Note: Risks assessments must be reviewed quarterly, whenever there is a significant change in the activity and following any incident.

Related documents

Trust/Local Authority documents:

[DEMAT guidance](#)

Government guidance:

[Government guidance](#) – main link

[Guidance for the full opening of schools](#)

[Coronavirus \(COVID-19\): guidance for educational settings](#)

[COVID-19: cleaning in non-healthcare settings](#)

Ref	Area for concern	Risk rating prior to action (severity x likelihood)	Control measures	In place? (Yes/No)	Additional school measures / comments	In place? (Yes/No)	Residual risk rating (severity x likelihood)
1	Pre-opening	<u>RETURN TO TOP OF RISK ASSESSMENT</u>					
1.1	Pupils are allowed to return in the same structure as was in place in March 2020	3x3=9	<ul style="list-style-type: none"> School to determine appropriate use of protective bubbles Either class based bubbles OR Year group bubbles OR Key stage bubbles (smaller schools) Pupils informed about importance of remaining within their bubble 	Y	<p>Swaffham Bulbeck</p> <p>4x Class Bubbles (Nursery/Reception, Year 1/2, Year 3/4 and Year 5/6) with 2x overarching Key Stage bubbles for when we can't reasonably maintain the 4x bubbles to ensure consistency. However, apart from afterschool or before school clubs we will be able to work with a control class-sized bubbles (approx. 30 max) for the vast majority of the time. Continue to hire a portaloos we can provide individual toileting and hand washing facilities to each bubble too. A second portaloos will be hired to provide extra toileting capacity for KS1 (this can be placed alongside the existing one in the Dove courtyard.) Class teacher will only send 1 pupil at a time to toilets.</p> <p>Breaks and lunches will be staggered and the Year 1/2 bubble will be the only bubble to use the new play equipment area of the playground. We will rotate which bubble group gets to use the new play equipment area on at least a weekly basis ensuring at least a weekend is given between usages for the equipment to decontaminate.</p> <p>Nursery/Reception & Y1/2 Bubbles will go to lunch 11:40 – 12:30 with one bubble playing whilst the other eats. Either (a) enough tables will be set up so pupils can forward face when they eat and fresh tables will be available for a new group when they enter or (b) tables will be wiped down when pupils finish eating before new pupils come to eat. Wherever possible we will set up additional tables so the new pupils coming into the hall can sit and eat at these, negating the need for wiping down in between meal services. Year 3/4 and 5/6 will go to lunch 12:35 – 1:25 allowing some time for wiping down of table and following the same pattern as above. There is a 5 minute gap between the first service (EYFS and ½) and the second service (3/4 and 5/6)</p> <p>We will stagger pick-up and drop-off times by first letter of surname reduce levels of parents gathering at school. This will give 3x 'groups' at drop-off and pick-up: A-E (22x families; 31x children), F-P (23x families; 26x children), Q-Z (21x families; 28x</p>	Y	3x2=6

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					<p>children.) EYFS use separate entrance and adhere to normal drop-off pick-up times.</p> <p>From January there will be two staggered pick up and drop off 15 minutes apart. Each class teacher will divide their class in half so there are equal amounts at each drop off time. Where there is a family with children in two classes they will co-ordinate the timings between them.</p> <p>We will arrange for clubs to be attended by bubble if possible. If not we will arrange by the overarching Key Stage bubbles.</p> <p>In general, wherever possible we will work to class bubbles and revert to the consistent but larger Key Stage bubbles only when needed.</p> <p>Break times will be staggered by class bubbles.</p> <p>Swaffham Prior 4x Class Bubbles (Nursery/Reception, Year 1/2, Year 3/4 and Year 5/6) with 2x overarching Key Stage bubbles for when we can't reasonably maintain the 4x bubbles to ensure consistency. However, apart from before and after school clubs we will be able to work with a control class-sized bubbles (approx. 30) for the vast majority of the time.</p> <p>Toilets Continue to hire two additional portaloos we can provide toileting and hand washing facilitates to a reduced number of children: Portaloo 1: 30 chn (Bees) Portaloo 2: 34 chn (Butterflies) Girls & Boys toilets: 44 chn (Hedgehogs & Swifts)</p> <p>From January there will be two staggered pick up and drop off 15 minutes apart. Each class teacher will divide thir class in half so there are equal amounts at each drop off time. Where there is a</p>		

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					<p>family with children in two classes they will co-ordinate the timings between them.</p> <p>Breaks and lunches will be staggered and the play equipment area of the playground will be timetabled so that only one year-group uses it for a week at a time. Playground will be split in half.</p> <p>Break 1: Outside – Butterflies & Bees / Inside Swifts & Hedgehogs Break 2: Outside - Swifts & Hedgehogs / Inside- Butterflies & Bees</p> <p>At end of play -Line up – 2 lines for each bubble, chn 1m apart</p> <p>We will arrange for clubs to be attended by the overarching Key Stage bubbles.</p> <p>In general, wherever possible we will work to class bubbles and revert to the consistent but larger Key Stage bubbles only when needed.</p> <p>Chn will have individual pencil cases and equipment in trays at their desks Any shared equipment between bubbles is to be left for 72 hours before reusing.</p> <p>Only class bubble assemblies or head teacher to deliver whole school assembly over Zoom.</p> <p>Only Swifts & Hedghogs hang bags and coats in the corridor. Bees & Butterflies - Children will be requested to only bring minimum equipment that can be stored in classrooms to minimise children mingling in the corridors.</p>		

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1.2	Policies have not been adapted to adhere to new Government guidelines	2x2=4	<ul style="list-style-type: none"> Review existing policies where the COVID clause was inserted in May 2020 to ensure continued compliance with Government guidance issued on 2nd July 2020. 	Yes	By Sept all relevant policies to have an amendment or reference to Covid including: Safeguarding, Child Protection, Behaviour, SEND (inclu Section M), Review policies in Staff INSET	Y	2x1=2
1.3	Control measures not effective because people not aware of infection control requirements	3x3=9	<ul style="list-style-type: none"> DEMAT Defender posters to be displayed in reception, classrooms and other areas used. Letters to parents to be sent reminding them of the importance of the essential hygiene measures and adherence to engagement with track & trace. Reinforce to staff as part of on-going training - Refer to and ensure all staff are aware of guidance and requirements. 	Yes	<p>August - Update and resend parent guide – add in a section on track and trace and include a DEMAT Defender poster for each family to have at home. Ensure ALL parents complete the survey to confirm they have read and agree to abide by the control measures in place.</p> <p>September INSET - Update and resend staff handout before September start Review fortnightly and at weekly / fortnightly staff meetings.</p> <p>Add a section to the Weekly Memo which is about Covid 19 – either reminders or information so that staff keep it at the forefront of their mind</p> <p>Add a Covid 189 section to the newsletter</p>	Y	2x2=4
1.4	Risk assessments are not regularly assessed	3x3=9	<ul style="list-style-type: none"> Risk assessments updated and reviewed monthly – sent to Joanne Patterson, Compliance Officer Fortnightly return (survey) of adherence to current risk assessments by schools to confirm continued compliance to Joanne Patterson, Compliance Officer 	Y	<p>Copy of RA will be shared by Helen Bartley to ensure these DEMAT measures are adhered to.</p> <p>All returns will be completed as per DEMAT requirements and timetable of dates.</p> <p>RA will be reviewed in SLT and governor meetings and with SBM and then sent out to staff and uploaded onto website.</p>	Y	1x2=2

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1.5	Weak Governance control of risk	3x4=12	<ul style="list-style-type: none"> Use of Health & Safety Trustee group to provide feedback when required Chief Executive delegated to approve Risk Assessments before reporting to Trust Board Fortnightly return by all schools of compliance to RA/guidelines. Local governor updates by Headteacher utilising appropriate forms of communication 	Y	RAs shared and reviewed with COG Weekly video.telephone calls with COG COG use governorhub to ensure all governors kept up to date and receive latest RA Government and local information and updates from DfE, LA and Public Health will be shared with CoG		3x2=6
1.6	The lack of availability of First Aiders, including Paediatric First Aiders (where required), and Designated Safeguarding Leads puts children's safety at risk	4x2=8	<ul style="list-style-type: none"> Ensure there are the appropriate number of First Aiders, Paediatric First Aiders for under 5's and Designated Safeguarding Leads available and at school, and their training is up to date. 	Y	1x DSL 4 days a week at Bulbeck (Susie Sugg) Helen Bartley and Donia Mercer will be available on the day Susie is not in. 3x Paediatric first aiders in EYFS (Ruth Kent + Sarah Knappett + Rebecca Doggett) 1x Paediatric first aider in EYFS/Year ½ (Susie Sugg) Anna Thompson, Olivia Thompson, Ruth Kent were first aid trained within the last year (general emergency first aid.) Anna Thompson will be in office so can provide central first aid if needed. Staff have had part one of Emergency First aid training in October. Part 2 booked for December	Y	1x2=2

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1.7	Medical and isolation rooms are not adequately equipped or designated to maintain infection control	4x3=12	<ul style="list-style-type: none"> Ensure sufficient supplies of medical equipment and PPE are in place Ensure appropriate signage is in place to designate difference between isolation and medical rooms Ensure medical room is tidy and suitably equipped should it need to be used. Continue to undertake PPE training for relevant staff in school. 	Y	<p>Medical Room = Staffroom Isolation Room = Music room</p> <p>Send PPE training videos and guidance around again as a refresher prior to September</p>	Y	2x2=4
1.8	Provision for PPE for staff is not in line with Government guidelines	3x3=9	<ul style="list-style-type: none"> Only use Trust or LA recommended suppliers for PPE 	Y	<p>School will liaise with Tracy Loker to ensure only correct PPE is purchased</p> <p>Current stock will be checked with Tracy Loker if it meets the criteria required</p> <p>Visors are DEMAT or LA provided</p> <p>When working 1:1 or with a small group use a perspex protective screen or wear a shield</p>	Y	2x2=4
1.9	Cleaning capacity is reduced and inadequate supplies for soap/hand sanitiser mean staff/pupils unable to maintain hygiene	4x3=12	<ul style="list-style-type: none"> Review cleaning rotas or liaise with contractors to determine availability of staff Implement daily monitoring of supplies Contact the Trust Central Team if finding it difficult to source cleaning products for support. 	Y	<p>Resend guidance to ACS</p> <p>Head will arrange regular contact with ACS to ensure staffing levels are adequate</p> <p>Daily cleaning checklists are in use around school and all support staff have allocated areas and cleaning routines in toilets, classrooms, staff areas and office twice daily in addition to regular cleaning</p> <p>Supplies will be monitored daily with ACS to ensure sufficient stock</p> <p>Will contact Tracy Loker if unable to get required cleaning products</p>	Y	2x2=4

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1.10	Cleaning practices are not carried out effectively	3x3=9	<ul style="list-style-type: none"> Headteacher to ensure all cleaning staff used are fully aware of the cleaning requirements and guidance and arranged for daily checks to be carried out. 	Y	<p>Resend guidance to ACS</p> <p>Head will arrange for office staff to carry out daily checks and log findings, ensuring any areas that do not meet the needs are notified to ACS and are rectified immediately. Weekly monitoring and review of cleaning standards by HT & SBM</p> <p>Ensure school is well ventilated. Doors and windows open before and after lessons and during breaks</p>	Y	2x2=4
2	Staffing, communication, and compliance with procedures				<u>RETURN TO TOP OF RISK ASSESSMENT</u>		
2.1	Poor communication to stakeholders	2x3=6	<ul style="list-style-type: none"> Schools to inform parents about procedures for opening before the end of July At least monthly updates to parents to be sent by schools over Autumn term Statutory liaison with relevant LAs to be maintained. Central DEMAT best practice guide to be produced in line with feedback received prior and updated post opening on a fortnightly basis. Parental questions answered promptly by the school. 	Y	<p>Use standard DEMAT template letters and amend as necessary.</p> <p>Continue to liaise with local schools in cluster and Beacon schools</p> <p>Ensure all communication channels are used when sending out information – website, Class Dojo, Pupil Asset email</p> <p>Ensure SLT are visible at drop off and pick up times</p> <p>Ensure Parent Guide is in a visual and easy to read format with a summary of measures also included.</p> <p>AUGUST - Parent guide will be updated and sent out to all with survey link for parents to complete to confirm they have read and agree to comply with it.</p> <p>All parent enquiries to be answered within 24 hours</p>	Y	2x2=4

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					Make the newsletters themed to focus on parental support to raise standards – Autumn based on Reading / Maths Send out poster reminders weekly on Class Dojo Hold virtual Parents' Evening using School Cloud		
2.2	Prolonged absence of employee due to self isolation and/or repeated symptoms	2x3=6	<ul style="list-style-type: none"> Employees must agree to take part in the government's testing programme for COVID-19 and ensure that the results are communicated to school senior management. Track & trace to be engaged with by all staff 	Y	<p>Staff with symptoms will be told they must take part in the governments testing programme, confirm results to school to ensure latest PHE guidance on closure/self-isolating can be followed.</p> <p>Staff will all engage with track and trace</p> <p>Head will liaise with DEMAT HR if absence occurs due to COVID-19</p> <p>Staff absence will be carefully monitored by SBM</p> <p>Staff guidance will be updated to include this information</p> <p>Where necessary provide home kits or signpost staff to the Education Frontline testing provision</p> <p>Staff are encouraged to download the government track and trace app</p> <p>Where possible redeploy staff within school rather than risk using supply agency teachers who have worked in multiple schools</p>	Y	2x3=6
2.3	Staff, pupils and parents are not aware of the school's procedures (including self-isolation and testing) should anyone display symptoms of COVID-19	3x3=9	<ul style="list-style-type: none"> Letter to parents and staff reminding them of the school's procedures to be sent in Aug/Sep Information on displayed on Trust and school websites. DEMAT Defender posters to be displayed in school. Display DEMAT Flowcharts in school. Staff training to be held in INSET days Reminders that if you are ill, stay at home and get tested Promote engagement with Track and Trace 	Y	<p>INSET September 4th 9 – 12am– review procedures and risk assessment with all staff</p> <p>Create staff handbook – display hard posters in the staff toilets / staff room</p> <p>Ensure SLT are visible at drop off and pick up times</p> <p>AUGUST - Parent guide will be updated and sent out to all with survey link for parents to complete to confirm they have read and agree to comply with it.</p> <p>Ensure all communication channels are used when sending out information – website, Class Dojo, Pupil Asset email</p> <p>Send out weekly reminders / posters published by NHS/PHE or government</p>	Y	3x2=6

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					Inform staff of updated guidance regarding specific lessons – PE, Music, DT Staff keep seating plans so that children or adults who come into contact with a confirmed case can be identified		
2.4	Measures not effective because of lack of compliance by pupils or parents	2x3=6	<ul style="list-style-type: none"> Letters to parents explaining school expectations to keep children and adults as safe as possible – parents and children not prepared to adhere to these expectations will not be allowed in school because of the risk posed to others. Clear instructions displayed around the school highlighting robust hand and respiratory hygiene measures 	Y	<p>Ensure SLT are visible at drop off and pick up times</p> <p>AUGUST - Parent guide will be updated and sent out to all with survey link for parents to complete to confirm they have read and agree to comply with it.</p> <p>First two weeks back establish expectations and routines around hand washing & hygiene. Teachers explicitly teach hand washing / not sharing equipment / reduce movement around the classroom. Discuss the purpose in PSHE lessons.</p> <p>Display posters near sinks / touch points</p> <p>First week of October SLT to spot check compliance and address any inconsistencies</p> <p>Adults monitor handwashing to ensure children are thorough and spend the required amount of time – reteach if necessary</p>	Y	2x2=4
2.5	Child is sent to school with a temperature or coronavirus symptoms of which school is not aware, or in a household where symptoms are present	3x3=9	<ul style="list-style-type: none"> Follow the flow charts contained in the DEMAT guidance 	Y	<p>Flow charts will be visible around school and staff reminded to follow them.</p> <p>Flow charts will also be included in the parent guide and staff handbook.</p> <p>Ask parents when children arrive at school each day if there have been any symptoms in any member of the family</p>	Y	2x3=6

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2.6	Lack of adult capacity within a bubble to provide adequate supervision if the teacher or child is ill and needs to be isolated or needs the toilet or some other issues	3x2=6	<ul style="list-style-type: none"> Ensure that the school cover system is active so that spare adults can be moved into the class as required Changes in the 2nd July guidance show that adults can move between bubbles 	Y	<p>Copy of RA will be shared by Helen Bartley Each class has two adults assigned at all times.</p> <p>Contingency Cover for teachers:</p> <ul style="list-style-type: none"> Job share teachers will be asked to cover additional days in the classes they are currently teaching in. Ascertain TAs who have the capacity to cover a class in the event of teacher short term absence and then additional TAs have overtime Use regular & local supply teachers whenever possible to limit agency use <p>TAs to arrange a reciprocal arrangement with partner class to cover breaks / lunchtimes when required. Regular supply cover list to be updated. Ensure DEMAT measures are adhered to.</p>	Y	2x2=4
2.7	Child is displaying symptoms and parent cannot be reached to collect	4x3=12	<ul style="list-style-type: none"> Child is isolated away from other children and adults. Supervising adult wears appropriate PPE equipment and follows social distancing, until parent/carer can be contacted to collect. 	Y	<p>Contact details for parents/carers updated and reminded in communication that due to COVID-19 they must advise the school if any details change</p> <p>Anyone with symptoms will be removed from their class and taken to the isolation room, adult will wear correct PPE and wait with child until parent arrives, social distancing maintained where possible</p>	Y	3x2=6
2.8	Possible spread of infection from a pupil, visitor or member of staff carrying the virus where there is no reason to suspect they are infected with the virus	4x3=12	<ul style="list-style-type: none"> Basic infection controls should be followed as recommended by the government and the DEMAT guidance. DEMAT Defenders posters to be displayed on every door. Governors meetings to be held remotely until further notice. Good practice to help eliminate the spread of infection is included in the Government guidance and DEMAT guidance. Persons worried about symptoms should use the NHS 111, only call if they cannot get help online, and NOT go to their GP or other healthcare centre. 	Y	<p>Visitors kept to a minimum and only for essential support (e.g. ICT support, sports coaching, vital contractor work, repairs.)</p> <p>Details taken for track and trace purposes to support any outbreak and being able to contact persons having attended school</p> <ul style="list-style-type: none"> Basic infection controls will be followed as recommended by the government and the DEMAT guidance. DEMAT Defenders posters to be displayed on every door. 	Y	2x3=6

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					<ul style="list-style-type: none"> Visitors will be asked to wash hands or sanitise on entry and wear a face covering whilst in the building Non-essential visits i.e prospective parents may carry out visits out of school hours Parents will be encouraged to wear masks at pick up and drop off times SLT and admin staff to patrol outside school to encourage adults to social distance and disperse immediately after pick up or drop off 		
2.9	Staff members do not minimise periods of contact	2x4=8	<ul style="list-style-type: none"> Limit the number of staff who can use a staffroom at any one time Provide other facilities for staff to have break periods Use online meeting facilities to conduct larger meetings Reduce the movement of staff between bubbles where possible 	Y	<p>No alternative facilities available. Staff will be on staggered breaks, and staff room will be set out so that there is social distancing in place re seats. Staff protocols in place.</p> <p>Limit staff room to 3 members of staff at one time</p> <p>Staff will be reminded that if they use any kitchen equipment it must be packed into the dishwasher not washed by hand but where possible, bring own equipment and take it home to be washed etc.</p> <p>Staff can work from home during PPA and to complete work that doesn't need to be completed on-site</p> <p>Hold virtual Parents' Evenings</p> <p>Staff meetings on Zoom or in a well ventilated area where everyone can maintain a 2m distance at all times</p> <p>Employ an adult to wipe key staff areas half way through the day including staff room, adult toilets, photocopier, door handles</p> <p>Have sanitiser near any shared equipemnt and usebefore and after touching</p>	Y	2x2=4
2.10	Staff coming into work who are more at risk of infection	5x4=20	<ul style="list-style-type: none"> Where the measures detailed in the RA are applied fully, including all prevention and response measures listed on page 3, the risk is mitigated significantly and these staff should be able to return to work 	Y	<p>Severity is higher for those more at risk.</p> <p>School will continue to ensure staff are engaged in risk assessment process, consulted and where they have concerns will ensure these are responded to and acted on.</p>	Y	2x3=6

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			<ul style="list-style-type: none"> Liaise with DEMAT HR team for specific cases or for further advice Discuss with individuals the need for a personal risk assessment and ensure it is completed 		Individual risk assessments to be completed with staff members at higher risk using LA template Aug 17 th). Review RAs in light of government guidance after November lockdown announcement		
3	Management of site			RETURN TO TOP OF RISK ASSESSMENT			
3.1	Classrooms are set up in a manner that allows children to face one another for extended periods of time	3x4=12	<ul style="list-style-type: none"> Arrange classrooms with forward facing desks so that pupils do not face one another 	Y	Classrooms will be set up with pupils forward facing. Minimise movement around classroom Minimise the use of talk partners Reduce the time spent on the carpet in KS1/EYFS and remove it completely in KS2 Keep written seating plans and children stay in the same seat throughout the day	Y	2x2=4
3.2	Due to staff absence a large number of supply teachers or visiting specialists are on site	3x3=9	<ul style="list-style-type: none"> Try to accommodate cover arrangements internally where possible, including using TAs under the instruction of a qualified teacher. Where agency staff are to be used ensure they are aware of all site procedures Consider booking agency staff for longer assignments to minimise the number of other schools they visit. 	Y	Each class has two adults assigned for the majority of time and there is flexibility to move staff around as necessary Contingency Cover for teachers Give agency staff the staff handbook in advance and a member of SLT to brief them on arrival in school. Job share teachers will be asked to cover additional days in the classes they are currently teaching in. Where necessary merge Y5 & 6 to enable one member of staff to cover another class Speak to individual support staff to ascertain who is willing to cover a class in the event of a teacher absence. Use local / regular supply cover who already know the school well – update list TAs to arrange a reciprocal arrangement with partner class to cover breaks / lunchtimes when required. Regular supply cover list to be updated. Where possible redeploy staff within school rather than use supply agency staff who have worked in multiple schools	Y	2x2=4

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3.3	After school club has a mixture of year groups attending	2x3=6	<ul style="list-style-type: none"> In the first instance maintain pupils in the bubbles they are in during the school day If this is not possible then place pupils in small, consistent groups Consider delaying the opening of after school club to some year groups to cater for the bubbles in greatest demand 	Y	Clubs will be organised by class bubbles if possible. Where not, consistent, overarching Key Stage bubbles will be used. Pause after school clubs during national lockdown No indoor clubs planned for spring term	Y	2x2=4
3.4	The number of pupils and staff on site creates too many opportunities for Government guidance to be breached	3x4=12	<ul style="list-style-type: none"> Minimise the number of external visitors to the site as much as possible All visitors to be recorded to adhere to track & trace guidance No large gatherings such as assemblies, parents evenings or performances 	Y	New visitor folder to be set up to ensure required details for Track and Trace are required. Mark out 1m marks on the playground for lining up	Y	3x3=9
3.5	Pupil's behaviour on the return to school does not comply with school guidelines	3x3=9	Clear messaging to pupils on the importance and reasons for control measures is reinforced throughout the school day by staff and through posters. For young children this is done through age-appropriate methods such as stories and games. <ul style="list-style-type: none"> Staff model behaviour consistently. The movement of pupils around the school is minimised. Break times and lunch times are structured to support maintenance of bubbles and are closely supervised. The school's behaviour policy has been revised to include compliance with measures and this has been communicated to staff, pupils and parents. Senior leaders monitor areas where there are breaches of measures and arrangements are reviewed. Messages to parents reinforce the importance of the measures are sent by the school. 	Y	<ul style="list-style-type: none"> Parent guide to be updated to highlight importance of behaviour and expectations from September and sent out before school starts. Review behaviour expectations during staff INSET and agree strategies Write individualised Risk Management Plans for any children who will need additional support to adhere to rules within first two weeks – set up safe spaces for children who need additional space Staff will model and reinforce expected behaviour consistently. The movement of pupils around the school and classroom is minimised. Break times and lunch times are structured to support maintenance of bubbles and are closely supervised. Senior leaders monitor areas where there are breaches of measures and arrangements are reviewed. 	Y	2x2=4

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					<ul style="list-style-type: none"> Informal meetings with parents are held within the first two weeks where there are concerns regarding pupil behaviour 		
3.6	Movement around the site results in social distancing breaches	3x4=12	<ul style="list-style-type: none"> Movement to be restricted within bubble areas or classrooms Wider movement around the school to be supervised Where movement of bubble groups cross paths ensure pupils remain at opposite edges of corridor 	Y	<p>Stagger break/lunch transition. Movement around school will be minimised with the use of external doors and necessary movement will be supervised</p> <p>Swaffham Bulbeck There will be no more than one class in a corridor at any point as corridors are too small Ensure classes use nearest exits to access playground (Doves use their fire door, as usual, EYFS use hall.) Owls can use the door outside of Doves room and Kings use the usual playground door.</p> <p>Swaffham Prior Movement around school will be minimised with the use of external doors and necessary movement will be supervised There will be no more than one class in a corridor at any point as corridors are too small Ensure classes use external exits to access playground – all classes have an external door with access to the playground and entrance/exit of school without the need to overlap</p>	Y	2x2=4
3.7	Lunch and break times provide social distancing breaches as pupils circulate	3x4=12	<ul style="list-style-type: none"> Either stagger lunch breaks to reduce risk of bubbles merging OR Zone off areas of the playground and/or field to give each bubble space to occupy 	Y	<p>Swaffham Bulbeck Key stage bubbles will be staggered so one class in that bubble eats while another plays.</p> <p>Catering staff and support staff wipe tables as children finish if fresh, unused tables aren't available.</p>	Y	2x2=4

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			<ul style="list-style-type: none"> Dining room can be used but not for more than one bubble at a time – if used tables must be cleaned between bubbles 		<p>Floor markings in hall with less children in hall eating at once.</p> <p>One way system so children leave hall via main school building and children enter hall via fire exit.</p> <p>Enough tables will be set up and wiped at the start of lunch so fresh, unused tables are available for those coming in from lunch.</p> <p>Hand gel is available in school hall for pupils</p> <p>Swaffham Prior Lunch – packed lunches eat in class. Chn only sit on one side on the tables facing the same direction. If necessary Y5/6 ordering a hot dinner will eat in their class. 11:45 - Reception 12:00 - Y1/2 12:20 – Y3/4 & 5/6 Enough tables will be set up so pupils can forward face when they eat and tables will be wiped down when pupils finish eating. Wherever possible set up additional tables to new pupils coming into the hall, negating the need for wiping down in between meal services.</p> <p>Catering staff and support staff wipe tables as children finish. One way system so children leave hall via main school building and children enter hall via fire exit.</p> <p>Hand gel in dining hall for pupils</p>		

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3.8	Toilet queues and handwashing queues breach bubbles	3x4=12	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. Floor markings are in place to enable social distancing. Pupils know that they can only use the toilet one at a time. Pupils are encouraged to access the toilet throughout the day to help avoid queues. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 	Y	<p>Swaffham Bulbeck Portaloo will remain in place for Year 1/2 bubble to provide their own toileting facility.</p> <p>If additional capacity is required in September a second portaloo could be considered.</p> <p>Ensure corridor / playground markings are refreshed (1m apart)</p> <p>Swaffham Prior We will continue to hire two additional portaloos so we can provide toileting and hand washing facilities to a number of children reducing queues and sharing of facilities between bubbles Portaloo 1: 30 chn (swifts) Portaloo 2: 34 chn (Butterflies) Girls & Boys toilets: 44 chn (Hedgehogs & Bees) Ensure corridor/playground markings are refreshed (1m apart)</p>	Y	2x2=4
3.9	Start and end of the school day provides opportunities for parents to congregate and breach social	3x4=12	<ul style="list-style-type: none"> Stagger arrivals OR Use separate entrances OR Line pupils up in zones across playground before entry to school OR School based method of minimising congregation of people outside the school 	Y	<p>Swaffham Bulbeck Staggered entry two times 15 mins apart</p> <p>EYFS continue to use separate entrance and arrive at normal times.</p> <p>Continue with one way system with 2x gates: One IN and one OUT.</p>	Y	3x3=9

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	distancing guidelines				<p>Ensure gates are open in time, demarcate queuing by bubble (class) which will mean children in different bubbles line up 2m apart. (Children within bubbles won't be able to be 2m apart; they will need to line up as normal due to the restriction on the length of the playground for lines and the need to keep the gates clear so we can still have a 1 way system for parents.</p> <p>Swaffham Prior Each class has a separate entrance from the street and a separate classroom external door. Hedgehogs use the main gate to access the front playground and enter through hall door. Swifts use car park entrance and walk round the back of the school to Swifts classroom. Bees enter via car par gate and through Bees external door. Butterflies enter main gate and in through their class room outer door.</p> <p>two drop off and pick up times 15 mins apart at each gate</p> <p>Ensure gates are open in time Pupils to arrive and go straight into class (no playing etc. during morning.)</p>		
3.10	Fire procedures are not appropriate to cover new arrangements	5x4=20	<ul style="list-style-type: none"> Headteacher to review fire procedure protocol and amend in line with current school arrangements. Fire drill must take place within 3 days of all pupils being in school full time 	Y	Evacuation procedure remains the same bar where line up is demarcated to ensure bubbles remain stood apart from one another.	Y	5x1=5

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3.11	Building statutory compliance checks (as set out in the DEMAT Premises Guidance) have not been completed	4x3=12	<ul style="list-style-type: none"> Review the compliance checklist contained within DEMAT guidance Contact Rachel Lamb with queries 	Y	Checks carried out by Office Staff member in charge of premises (Anna Thompson) and HT before school reopening. RL to visit school on 14.8.20 to advise on compliance issues.	Y	2x2=4	
3.12	Contractors working on site may pose social distancing risk	3x3=9	<ul style="list-style-type: none"> All works that take place, must be coordinated by Rachael Lamb, Building Surveyor for the Trust Central Team or have been approved in advance. Ensure all essential visits by contractors are aware of the school's opening arrangements and carry out a risk assessment prior to any visit. 	Y	Any major work will take place in school holidays or after school hours. Essential visits are being carried out with full supervision of AT (in charge of premises) and in consultation with Racheal Lamb. All contractors to receive RA in advance and be asked to share their RA with school. Names and contact details will be kept on file for track and trace purpose	Y	2x2=4	
4	Safeguarding, and mental health						RETURN TO TOP OF RISK ASSESSMENT	
4.1	Pupil's mental health has been adversely affected during the period of closure	4x3=12	<ul style="list-style-type: none"> All staff to be made aware of the Government guidance – Guidance for the public on the mental health and well-being aspects of coronavirus. Refer to additional support within the DEMAT guidance Liaise with Dense Woodhouse for specific guidance 	Y	Staff completed MH courses and bereavement courses during lockdown. Two members of staff have had additional training with DW and have timetabled slots to work with children who are identified as needing additional support. During lockdown the school worked closely with the Early Intervention Support team and other external agencies (EHWBS, Chums etc.) to provide support for families. This work is ongoing. Teachers will assess pupil's needs and factor in time to discuss issues which are common to the class in PSHE / circle time. Support staff time has been allocated to work with targeted individuals / groups whose mental health has been adversely affected. Employ Play Therapist for identified children Work with Denise Woodhouse to decide how to meet the needs of specific groups	Y	3x2=6	

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					Write Bereavement and Health & Well-Being Policies Apply for OA funding to employ additional counselling service		
4.2	Members of staff's mental health has been adversely affected during the period of closure	4x3=12	<ul style="list-style-type: none"> Explicitly and formally acknowledge that this may have happened. Open channels of communication between staff and senior leaders so that staff know how they may needs and are encouraged to do so. Review access to professional services and signpost these where available. Collaborate with Trust Central Team to know what is available within Local Authorities and work with Trust leads to establish good practice. Staff have been reminded and provided with information in relation to the trust-wide EAP. 	Y	EAP has been highlighted to staff at all staff meetings too. Carefully consider spaces for staff and discuss in September as staff room won't be available and many staff may end up using classrooms for break spaces. Consider setting up benches outside for staff for when weather is suitable to have breaks outside.	Y	4x2=8
4.3	Staff have not received updated safeguarding training for the new year	3x3=9	<ul style="list-style-type: none"> All staff to receive basic safeguarding updates at the September INSET KCSIE 2020 to be distributed to all staff; All staff have signed to say they have read, understood and will abide by Part One and Annex A Safeguarding policies to be updated in line with updated KCSIE 2020 & COVID-19 Appendix updated with any temporary amendments to the annual policy 	Y	Many staff undertook additional online safeguarding training via the Key during lockdown too. Friday, 4 th September – 3 hours INSET for all staff covering Safeguarding. All staff have been sent KCSIE and links to relevant safeguarding policies beforehand. All staff are expected to sign to confirm they have read, understood and will abide by them on 4 th September. DSLs continue to attend regular training delivered by DEMAT or LA	Y	3x1=3