

What are the hazards?	Who might be harmed	Controls Required	Additional Controls/measure applicable to school context	Action by who?	Action by when?	Actioned	Impact	Level of Risk after mitigation is applied L/M/H
Buildings								
Spread of Covid-19 Coronavirus due to people being in close proximity, sharing communal areas and using high-traffic areas such as corridors.	All occupants staff, children, BAME community, parents and visitors	All health and safety compliance checks have been undertaken before opening follow schools planned premises management schedule.						
		Reduce mixing within education or childcare setting by:	Use tape in the corridors and stairs to indicate where to walk and in which direction. Use PECS to support pupils' understanding of good hygiene measures, lunch breaks staggered with spot cleaning in between, rota for staffroom use, layout of staffroom socially distanced. Year Groups to use assigned toilets with additional supervised handwashing when they return to class. Children can access EYFS, Base and Year 1 classroom directly from	Premises staff will stick tape and signs where directed by SLT. SLT will decide the timetable which allows for staggered break and lunch times, and assign toilets to year groups.	09.07.2020 (Update for a larger number of children)		Children are kept separate from other	Low
		· accessing rooms directly from outside where possible						Low
		· considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors						Low
		· staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time						Low
Use outside space:								
Spread of Covid-19 Coronavirus due to children being too close to each other at playtimes	children and teachers	· for exercise and breaks	1) Establish a rota for using the cleaning the outdoor equipment 2) One year group at a time to go outside to play. Playgrounds will only be used by one year group at a time (it was two before lockdown)	1) SLT	09.07.2020		Rota for outside space, staggered break times and spot cleaning of equipment between each group will reduce virus transmission. The visibility of this will reassure staff, pupils and parents.	Low
		· for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff					Children are less likely to transmit Covid outside. Adults can social distance more easily when on duty outside or conducting lessons outside.	Low
		· although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings.					We can reassure parents and staff that equipment is safe to use	Low
For shared rooms:								
Spread of Covid-19 Coronavirus inside during lunchtimes, assemblies and other times when there would usually be large numbers of children present.		· use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance.	1) During INSET support class teachers to plan for outdoor learning considering safety measures 2) Establish a rota for using the shared staff areas including staffrooms and toilets 3) the dining hall will be used at half capacity, with children	1) SLT 2)SLT	09.07.2020		Dining hall allows for social distancing from ISS staff.	Low
		· stagger the use of staff rooms and offices to limit occupancy: consider the use of all adult facilities.					Adults do not have to mix closely at break times, as these have been staggered. A maximum of 4 adults will continue to be allowed in each staffroom.	Low
Shared Resources								
Spread of Covid-19 Coronavirus by touching shared equipment		Reduce the use of shared resources:	1) Ensure that Year 2 to Year 6 have their ziplock bags with resources 2) EYFS and Y1 inform teachers about cleaning expectations 3) Remind children that they cannot bring in anything from home 4) Music lessons will take place in the Middle Hall, where children can be spread out safely. Instruments and other equipment will be cleaned after	SLT to update staff in inset. SB to write to parents	02.09.2020		We will use washable equipment that can be cleaned easily, eg felt tips. Y6 have named resources, EYFS and Y1 keep resources within the groups and spray clean regularly. This means shared equipment is kept to a minimum.	Low
		·by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff					Music can still be part of the curriculum	Low
Transport								
Spread of Covid-19 Coronavirus on shared transport		Adjust transport arrangements where necessary including:	1) Inform parents about travel requirements and government guidelines 2) Speak to transport about provision for any pupils that use transport to come to school 3) write to parents to explain how to travel to school safely 4) Southwark may close Picton Street at the beginning and end of the school day to allow for social distancing outside school.	1 SR 2) SLT to update staff in inset 3)SLT 4) Local Authority	Before 01.09.2020		Fewer people using buses	Low
		·encouraging parents and children and young people to walk or cycle to their education setting where possible					Children and families who rely on LA transport to come to school will not be affected, other than to follow hygiene guidelines. Parents will be informed of the hygiene and safety measures put in place by the LA transport. Children can be supported to understand why drivers will be wearing masks.	Low
		·schools, parents and young people following the government guidance on how to travel safely, which will be published shortly, when planning their travel, particularly if public transport is required						
		·ensuring that transport arrangements cater for any changes to start and finish times						
·make sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus ·make sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers ·taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts								

4)				
Disruption to learning	•organise consistent groups of pupils (Year groups)	Children will be in consistent groups (phases, year groups and classes)	Children stay in a consistent group to minimise contact. Parents feel confident that school are putting safety measures in place for their children.	we have taken steps to reduce contact between
	•organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining space between seats and desks where possible	All children to use outdoor spaces on a rota. Music will be delivered as above. There is a cooking intervention which can take place in small groups and allow for social distancing where appropriate (with older children). Younger children will do cooking in very small groups.		Low
	Refresh the timetable:			
	•decide which lessons or activities will be delivered	1) Use INSET discuss how to deliver the curriculum using the Recovery Curriculum principles. We aim to return to offering a broad and balanced curriculum, which senior and middle leaders have worked hard to prepare.	Activities will be planned to reduce contact and allow for minimal sharing of resources.	Low
	•considering which lessons or classroom activities could take place outdoors	Some lessons can take place outside and the younger children will have access to outdoor learning all year round.	Risk of transmission of Covid is lower outside. Also, children have been inside during lockdown and we recognise the need for them to be outside as much as possible.	Low
	•use the timetable and selection of classroom or other learning environment to reduce movement around the school or building			Low
	•deliver assemblies in year groups	Assemblies will be delivered in classrooms by class teachers (unless guidance changes).	Children will still get their assembly entitlement, but with reduced contact between groups.	Low
	•staggering break times (including lunch), so that all children are not moving around the school at the same time	This is on a rota to reduce contact in shared areas such as toilets and outdoor areas.	Large groups will not mix.	Low
	•staggering drop-off and collection times	This will be included on letter to parents		
	•for secondary schools and colleges, consider how best to supplement remote education with some face to face support for students			
	•plan parents' drop-off and pick-up protocols that minimise adult to adult contact	Children must not arrive early and must keep to social distancing rules. Parents must not enter the building unless they have an appointment, except for the school office. The road around the school will be pedestrianised at peak times to allow for social distancing before and after school.	Fewer adults around school at busy times, reducing amount of social contact between adults.	Low
	In addition, childcare settings or early years groups in school should:			
	•consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing	Children will stay in the same consistent groups for lessons, break and lunchtimes.	This will reduce the number of interactions between different groups of children.	Low
	•consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously	Staff will clean the outdoor play equipment regularly. We will continue to keep play equipment separate for each group.	Risk of transmission of Covid by touching surfaces is reduced.	Low
	•remove unnecessary items from all classrooms and other learning environments where there is space to store it elsewhere	Use INSET time to prepare learning environments, according to latest guidance in September, if different.	Risk of transmission of Covid by touching surfaces is reduced.	Low
•remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)	These have already been removed, SLT will remind staff not to put them back until advice changes.	Risk of transmission of Covid by touching surfaces is reduced.	Low	

SLT to organise and communicate to staff, parents and children.

- 1) 04.09.2020
- 2) Before 01.09.2020
- 3) 04.09.2020

	<ul style="list-style-type: none"> consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible (guidance will shortly be published on safe travel) 	A letter to parents will encourage them to walk, cycle or scoot, however the vast majority of BP families live less than 10 minutes away, and most have always walked to school.				Fewer families using public transport (buses) and reduction in risk of transmission of Covid on the bus.	Low
	<p>When open</p> <p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> ensure that children and young people are in the same groups at all times each day, and different groups are not mixed during the day, or on subsequent days ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days 	Devise a protocol for the adults that who work across more than one group (handwashing, keeping distance etc).				The same teaching and support staff will work with each group, except for PE, Music and Cooking. The staff who teach multiple groups during the day will clean equipment and surfaces between each group. As we are a Primary setting, most children stay with the same teacher all day.	Low

Communicating your plans

	<p>Consider the following steps:</p> <p>tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection)</p>	Signs on the gate	SLT	Before 01.09.2020		this will reduce the number of potentially infected people	Low
	tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend	letter to parents	SB	Before 01.09.2020		this will reduce the number of adults in the building	Low
	tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)	letter to parents	SB	Before 01.09.2020		this will reduce the number of adults in the building	Low
	make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)	letter to parents	SB	Before 01.09.2020		this will reduce the number of adults in the building	Low
	also think about engaging parents and children in education resources such as e-bug and PHE schools resources	Home learning will continue. Implementation of Google Classrooms is planned for in Autumn 1 to improve our home learning offer, and will be ready to use immediately if there is another national or local lockdown.	all teachers SB and Base staff	Before 01.09.2020		Children who need to isolate after testing positive will be able to access high quality learning.	
	ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Guidance will shortly be published on safe travel	letter to parents		Before 01.09.2020			Low
	talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful	Part of this will be delivered by the end of Summer 2, and the remainder in September during INSET	SB	Before 01.09.2020		Staff feel confident that their concerns have been addressed. SLT are aware of any anxieties and personal circumstances of individual staff.	Low
	communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers	Dena and SB have met with caterers	DD SB	Before 01.09.2020		all parties are prepared for children to return	Low
	discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this	Dena		Before 01.09.2020		There will be sufficient cleaning staff to maintain the required standard	Low

Cleaning and Hygiene

	follow the COVID-19: cleaning of non-healthcare settings guidance						
	ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments	each room has a sink, we need soap, blue towels and bins	SLT and Premises Staff	This is already in place and must be maintained		Children and staff have opportunities to wash their hands as often as necessary.	Low
	clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal	communicate with teachers how this will be done on INSET	SLT will decide how and when, staff will carry out light	ongoing		Everyone feels safe. Virus transmission is reduced.	Low
	ensure that all adults and children:						
	frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning	Some of these routines are established and will continue, SLT will support and monitor	All staff working with children	ongoing			
	clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing	This is already in place and will continue	all staff working with children	ongoing		Adults and children can feel confident that everyone is adhering to the handwashing and hygiene rules.	Low
	are encouraged not to touch their mouth, eyes and nose	Ongoing reminders	all staff				
	use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')	Ongoing reminders					
	ensure that help is available for children and young people who have trouble cleaning their hands independently	EYFS, KS1 and base staff	EYFS, KS1 and base staff			Parents and children know we will keep everyone as safe as possible.	Low
	consider how to encourage young children to learn and practise these habits through games, songs and repetition						
	ensure that bins for tissues are emptied throughout the day	Premises Manager to take the responsibility for this action	1) Premises manager	ongoing			
	where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units	doors and windows to be open where possible	all staff	ongoing		Rooms will be well ventilated, reducing risk of transmission in the air	Low

	prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation contact public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed	2) Investigate if doors can remain open during learning time	2) Fiona and Dena	01.06.20		Rooms will be well ventilated, reducing risk of transmission in the air	Low
	there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting	3) Update parents and carers, and staff regarding new regulations. Parents will be informed that uniform is compulsory from September and they there will be no need for additional washing.	3) SLT	Before end of Summer 2			Low
Suspected Cases							
	anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance. If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.	Parents need to be informed of the expectation to cooperate with NHS Test and Trace, as well as our school procedure for suspected cases. This is already in place and will continue This is already in place and will continue This is already in place and will continue This is already in place and will continue	all staff all staff all staff all staff	ongoing ongoing ongoing ongoing		Children or adults who develop symptoms know what to do, and staff feel confident if faced with a suspected case.	Low Low Low Low
Clinically Vulnerable Staff and Pupils							
	From 1 August, clinically extremely vulnerable individuals can attend the workplace if social distancing is maintained. Read COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable. Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall. Advice for those who are clinically-vulnerable, including pregnant women, is available. Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19. School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.	The school will follow government guidance and use it to inform its decision making. The school will follow government guidance , and update procedures when appropriate.	SLT SLT	ongoing ongoing		Staff feel safe in work and that their concerns are being listened to. High risk groups are safe and can attend school.	Low Low
	If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their workplace, education or childcare setting.	Communicate with parents that social distancing will not be possible in consistent groups. Younger children (N-Y3) are not expected to social distance, older children (Y4-Y6) are expected to try to.				Medium and low risk groups are safe and can attend school.	Low
Class Sizes							
	For primary schools, classes can be normal size, with up to 30 pupils per group and one teacher (and, if available a teaching assistant). Desks should be spaced as far apart as possible and facing forwards.	Children will be placed in consistent groups. Children who attend Resource Base and their class will be part of their Phase Group.	Staff working in school	07.9.2020		Adult and children mix as little as possible and only with pupils in their group.	Low
SEND							
	Carry out/review a risk assessment for each pupils with an education, health and care (EHC) plan, inline with local authorities requirement to consider the need. A risk assessment for a child or young person will need to balance a number of different risks, including: the potential health risks to the individual from coronavirus, bearing in mind any underlying health conditions the risk to the individual if some or all elements of their EHC plan cannot be delivered for the time being and the risk if they cannot be delivered in the normal manner or in the usual setting and the opportunities to meet needs in a different way temporarily, for example, in the home or online the ability of the individual's parents or carers or home to ensure their health and care needs can be met safely week-round or for multiple weeks, bearing in mind the family's access to respite	We will RA children based on the new guidance and we will arrange a phased return for some children with EHCP where necessary. Children wil medical conditions will be risk assessed Children with EHCPs or diagnoses and who spit, bite or cannot stay in a group will be risk assessed. Parents will be supported as usual by the Inclusion Team and SHS.	SLT and Inclusion Team SR and Inclusion Team	20.07.2020			Low Low Low Low

	the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered						
	any safeguarding risks for children with a social worker if not in school and the need to support care placements for looked-after children (see the vulnerable children guidance for further information on school attendance for children with a social worker)	Risk assessments will be shared with social workers, FEH or any other relevant agency.					Low
	any other out-of-school/college risk or vulnerability, for example, a child or young person becoming involved in dangerous behaviour or situations (including the risk of exploitation)						Low
Leadership							
	Develop a plan to mitigate employee fears and concerns	SLT will gather staff opinions, feeling and anxieties and devise a plan based on the answers given.	SLT	to be shared before 4.9.2020		Staff feel safe in work and that their concerns are being listened to.	Low
	Communicate frequently to make employees aware of the changes designed to keep everyone safe and healthy	A NEU rep also represents staff that have concerns.	SLT and Union reps	Ongoing		Any changes happen smoothly and with buy-in from all staff.	Low
	Identify whether home working may be an option for individual staff or teams of staff	Those in receipt of a shielding letter will discuss their circumstances with SB. (Possibly 2 members of staff)	SLT	Before 01.09.2020		As far as possible and practical, staff needs are accommodated.	Low
	Carry out a generic risk assessment of the premises for staff and children returning		Dena				
	Carry out an individual risk assessment for staff based on their own individual needs and circumstances	2) Investigate if risk assessments need to be updated	SLT and Inclusion Team	Before 01.09.2020			Low
	Maintain appropriate records of all risk assessments and records of relevant inspection, testing and maintenance for the premises and equipment.		SLT	ongoing			Low
	Carry out an Equalities Impact Assessment of controls and measures applied to ensure that no group within your school community is disadvantaged	3) Carry out and Equalities Impact Assessment	SLT	Before 20.07.2020		School leaders are confident that no group is disadvantaged.	Low
Curriculum							
	Have you adjusted the curriculum to account for; pupils returning after a long absence	1) Use INSET time for planning	Class Teachers	Before 04.09.2020		Staff understand how to address gaps in learning.	Low
	the mixture of pupils returning: those who have attended school in the summer term and those who have been doing home learning.	The recovery curriculum takes into account those two groups. Strategies will be shared with staff in INSET.	All staff	Before 04.09.2020		Gaps are narrowed as far as possible.	Low
	the experiences of pupils during the lockdown; prolonged confinement, bereavement, lack of social interactions and peer group;	The recovery curriculum takes into account those two groups. We have resources available to support children who have been bereaved. All children have experienced some kind of loss or trauma and our planning takes this into account.	All staff	Response to this is ongoing.		Children are responded to according to their individual needs.	Low
	anxieties about returning to school	PSHE sessions and Recovery Curriculum takes this into account.	All staff			Anxiety reduced as far as possible.	Low
	What are your arrangements for baselining pupils/ AFL and the identification of any gaps in pupil's learning since their last assessment in the school.	Testing (PIRA and PUMA) will be used to identify the main gaps in pupils' learning in Years 1-6. EYFS Baseline will be carried out as normal within the first few weeks of children's arrival.		18.09.2020		We will have an accurate baseline and can then plan for rapid progress based on this.	Low
	How have you ensured a good match between the skills, abilities and experience of staff and the curriculum for each teaching group	This has been reviewed and has been done as far as possible. A considerable amount of time has been spent matching classes and children to teachers.	SLT				Low
	How do you map teaching; in school, online learning, work materials for the home and family activities to deliver equality of access to the curriculum for all pupils	Deliver curriculum days to address main gaps in pupils' knowledge. Use Google Classroom to further engage parents with home learning. The school curriculum has been revised and updated to meet the needs of children in our community even better.	Class Teachers	Ongoing			Low