

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
<b>Buildings</b>								
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
staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms							Low	
ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time							Children and parents know that they are the only group using that toilet.	Low
noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)							Children with SEND can understand the new rules about one way systems and hygiene procedures. Parents are reassured that we are supporting their SEND child.	Low
<b>Use outside space:</b>								
Spread of Covid-19 Coronavirus due to children being too close to each other at playtimes	children and teachers	for exercise and breaks					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	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		Children are less likely to transmit Covid outside. Adults can social distance more easily when on duty outside or conducting lessons outside.	Low
		<a href="#">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.</a>					We can reassure parents and staff that equipment is safe to use	Low
<b>For shared rooms:</b>								
Spread of Covid-19 Coronavirus inside during lunchtimes, assemblies and other times when there would usually be large numbers of children present.		<a href="#">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.</a>	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
<b>Shared Resources</b>								
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						
		by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently						
		although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts					Music can still be part of the curriculum	Low
<b>Transport</b>								
Spread of Covid-19 Coronavirus on shared transport		Adjust transport arrangements where necessary including:						
		encouraging parents and children and young people to walk or cycle to their education setting where possible					Fewer people using buses	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	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		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
		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								





	prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation	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
	contact public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed						
	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
<b>Suspected Cases</b>							
	<a href="#">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.</a>	Parents need to be informed of the expectation to cooperate with NHS Test and Trace, as well as our school procedure for suspected cases.					
	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.	This is already in place and will continue	all staff	ongoing		Children or adults who develop symptoms know what to do, and staff feel confident if faced with a suspected case.	Low
	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.	This is already in place and will continue	all staff	ongoing			Low
	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).	This is already in place and will continue	all staff	ongoing			Low
	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.	This is already in place and will continue	all staff	ongoing			Low
<b>Clinically Vulnerable Staff and Pupils</b>							
	<a href="#">From 1 August, clinically extremely vulnerable</a> 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.	The school will follow government guidance and use it to inform its decision making.	SLT	ongoing		Staff feel safe in work and that their concerns are being listened to.	Low
	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 update procedures when appropriate.	SLT	ongoing		High risk groups are safe and can attend school.	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
<b>Class Sizes</b>							
	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
<b>SEND</b>							
	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.	We will RA children based on the new guidance and we will arrange a phased return for some children with EHCP where necessary.	SLT and Inclusion Team	20.07.2020			Low
	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	Children wil medical conditions will be risk assessed					Low
	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	Children with EHCPs or diagnoses and who spit, bite or cannot stay in a group will be risk assessed.	SR and Inclusion Team				Low
	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	Parents will be supported as usual by the Inclusion Team and SHS.					Low

	the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered						
	<a href="#">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)</a>	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
<b>Leadership</b>							
	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 an Equalities Impact Assessment	SLT	Before 20.07.2020		School leaders are confident that no group is disadvantaged.	Low
<b>Curriculum</b>							
	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