

Benington Primary School

Covid 19 Risk Assessment to support return of all year groups in September 2020

Date completed: July 2020 updated October 2020

Reviewed by Governing Body: September 2020

Government guidance source:




- **Guidance for full opening – schools. Published 2 July 2020.** <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Government statements from guidance:

- ‘It is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term’
- ‘Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures.’
- ‘If schools follow the guidance set out here, they can be confident they are managing risk effectively’

This risk assessment has been designed by Benington Primary School based on the 5 areas identified in the guidance:

1. Public health advice
2. School operations
3. Curriculum, behaviour and pastoral support
4. Assessment and accountability
5. Contingency planning to provide continuity of education in the case of a local outbreak

	Risk not mitigated - unable to follow guidance or implement adequate controls
	Risk partially mitigated – some actions outstanding
	Risk mitigated – adequate controls in place and guidance followed

Risk / Guidance Requirements	Controls/ procedures in place	Actions remaining	Status
1. Public health advice			
Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below	Updated in line with current guidance		
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	Procedures made clear to parents through parent mail Added to website		
Clean hands thoroughly more often than usual	Procedures in place and posters visible sanitising stations set up for outside		
Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	Procedures in place and communicated to children and staff Pedal bins in classrooms. Posters put in classrooms		
Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach	Cleaning schedule made to ensure communal high risk (door handles, taps, key pads etc) surfaces are cleaned by office staff twice during the day. Classroom staff responsible for cleaning their high risk surfaces twice a day. This is in addition to deep cleaning by cleaners.		
Minimise contact between individuals and maintain social distancing wherever possible. Consider the following: <ul style="list-style-type: none"> - how to group children - measures in the classroom - measures elsewhere - measures for arriving and leaving school - other considerations 	Children will be grouped in classes. Sat side by side Staggered breaks, lunch and arrival and departure times Limited staff movement between groups Limited movement around the school by children		
Where necessary, wear appropriate personal protective equipment (PPE)	PPE available in all classrooms PPE box made for Sycamore room and playground		

Risk / Guidance Requirements	Controls/ procedures in place	Actions remaining	Status
Engage with the NHS Test and Trace process	Continue to check for up to date guidance. Links on website so always up to date		
Manage confirmed cases of coronavirus (COVID-19) amongst the school community	Parents aware of need to inform school of any confirmed cases		
Contain any outbreak by following local health protection team advice	New number 119 on website and all numbers up in office. Folder made with seating plans in case of a positive case.		
2. School Operations			
Transport: <ul style="list-style-type: none"> - Dedicated school transport considerations - Wider school transport considerations 	No one uses public transport Staggered starts will limit congestion		
Attendance: <ul style="list-style-type: none"> - communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year 	Parents are regularly updated through newsletters about government expectations.		
<ul style="list-style-type: none"> - identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic 	Parents have been asked to let the school know if they have any concerns Circle times are being run to continue to identify children and ensure support is given Nurture groups and one-one sessions continue to run		
<ul style="list-style-type: none"> - use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those 	We've employed a TA to work two additional days. She has a morning in Oak Class and a morning in Beech Class and two afternoons in Willow Class. Through baseline assessments staff have identified children who would benefit from		

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families who will need additional support to secure pupils' regular attendance	individual and small group interventions. This will be monitored through half termly pupil progress meetings.		
<ul style="list-style-type: none"> - work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance 	Procedures are in place to monitor attendance No children have a social worker		
School Workforce: <ul style="list-style-type: none"> - Clinically extremely vulnerable: 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. - If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate. 	Janet's computer has been synced to her laptop to enable her to work at home when there is more than one person in the office. The library will also be available as an extra work station. No other staff are clinically vulnerable		
Supporting staff: <ul style="list-style-type: none"> - Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. 	Continue to meet with staff and ensure opportunities to discuss concerns about work life balance. Staff have also been surveyed and signposted to external well-being support		
Staff deployment:	No staff will be deployed at present		

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<ul style="list-style-type: none"> - Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals 			
<p>Deploying support staff and accommodating visiting specialists</p> <ul style="list-style-type: none"> - Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. - When deploying support staff flexibly it is important that headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity 	<p>We already have a teacher employed for a morning's SEN intervention. We also a SEN TA. All staff have appropriate checks</p>		
<p>Recruitment</p> <ul style="list-style-type: none"> - Recruitment should continue as usual 	<p>Head teacher recruitment has been paused until March</p>		
<p>Supply teachers and other temporary or peripatetic teachers</p> <ul style="list-style-type: none"> - Schools can continue to engage supply teachers and other supply staff during this period 	<p>We are continuing to use Rising Stars to teach our PE lessons</p>		
<p>Expectation and deployment of ITT trainees</p> <ul style="list-style-type: none"> - We strongly encourage schools to consider hosting ITT trainees 	<p>We have offered a place to two students next year</p>		
<p>Staff taking leave</p>	<p>Staff are aware of the new arrangements for this academic year</p>		

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<ul style="list-style-type: none"> - As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term - Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home 	<p>All staff attended INSET day to discuss September arrangements</p> <p>Where possible quarantined staff will work from home</p>		
<p>Other support</p> <ul style="list-style-type: none"> - Volunteers may be used to support the work of the school, as would usually be the case 	<p>Our volunteer is aware of the new precautions and attended our socially distanced INSET in September</p>		
<p>Safeguarding</p> <ul style="list-style-type: none"> - Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils - Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services 	<p>Child protection policy has been updated</p> <p>DSL will prioritise supporting safeguarding concerns</p>		

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<p>should prepare to work together to actively look for signs of harm.</p>			
<p>Catering</p> <ul style="list-style-type: none"> - We expect that kitchens will be fully open from the start of the autumn term - School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19) 	<p>Jodie (our cook) has no contact with children while providing hot meals to those who require them. This limits the likelihood of cross contamination</p>		
<p>Estates</p> <ul style="list-style-type: none"> - We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school - It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe - Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak. 	<p>Staff are aware of the need for good ventilation Current advice now it is getting colder is to ventilate classrooms at break time and then just have the windows partly opened.</p> <p>All usual pre-term building checks will be undertaken</p>		
<p>Educational visits</p> <ul style="list-style-type: none"> - We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings. - In the autumn term, schools can resume non-overnight domestic educational visits - As normal, schools should undertake full and thorough risk assessments in relation to 	<p>We have cancelled our residential trip to Kingswood in September No external visits are planned for the first half term</p> <p>We have begun holding workshops in school. COVID risk assessments must be seen and current practise adhered to.</p>		

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<p>all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.</p>			
<p>School uniform</p> <ul style="list-style-type: none"> - It is for the governing body of a school to make decisions regarding school uniform. - We would, however, encourage all schools to return to their usual uniform policies in the autumn term. - Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures 	<p>School uniform will be worn by all children in September Children will come to school in PE kit on PE days to minimise contact, helping with laces, zips etc We have spare uniform available for parents who need it</p>		
<p>Extra-curricular provision</p> <ul style="list-style-type: none"> - Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term - Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. 	<p>Breakfast club take up was minimal so start date has been postponed ASC began in September It is run using small consistent groups</p> <p>Multi sports will start after half term we are limiting this to outdoor clubs initially. Rock Steady starts after half term, this will be run in class bubbles</p>		

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<ul style="list-style-type: none"> - Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. 			
<p>3. Curriculum, behaviour and pastoral support</p>			
<p>The key principles that underpin advice on curriculum planning are:</p> <ul style="list-style-type: none"> • education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. • the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. • remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. 			
<p>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content</p>	<p>As we have mixed year classes core skills are revisited every year.</p>		
<p>Aim to return to the school's normal curriculum in all subjects by summer term 2021.</p>	<p>We are covering all subjects</p>		
<p>Plan on the basis of the educational needs of pupils</p>	<p>Baseline assessments were completed the first full week back. These enabled personalised targets to be set and shared with pupils and parents.</p>		
<p>Develop remote education so that it is integrated into school curriculum planning</p>	<p>Each class now has at least a weeks' worth of learning sequences on our website. This means they can begin remote learning with no notice.</p>		
<p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-</p>	<p>We have completed baseline assessments in September for all children from Y1-Y6. This included all the formal</p>		

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<p>establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.</p>	<p>assessments they would have completed in a normal year, such as phonics screening for Y1 and multiplication check for Y4. This data will be used to inform interventions. All subjects will be taught alongside the core subjects.</p>		
<p>Physical activity in schools</p> <ul style="list-style-type: none"> - Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. - Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. - Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures 	<p>We aim for PE to be taught outside wherever possible. Equipment will continue to be cleaned between the use of different groups</p> <p>We will begin after school sports clubs after half term</p>		
<p>Catch-up support</p> <ul style="list-style-type: none"> - Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, we strongly 	<p>The staggered start and end will enable 'Target' time for children to complete specific interventions unique to their identified targeted areas.</p>		

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encourage schools to spend this funding on catch-up support to address their individual needs.			
<p>Pupil wellbeing and support</p> <ul style="list-style-type: none"> - The Department for Education, Public Health England and NHS England are hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards - see DfE - Supporting pupil and student mental wellbeing for further details. - The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the events page of the SEND Gateway. - DfE has also published the first of the relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom 			
<p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing 	Well being will continue to be taught through PSHE and circle time.		
<p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.</p>	<p>Pupils who need more specialised support will have time with our nurture TA Parents can also request this for their children</p>		

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Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school	School nursing services will be accessed when needed		
<p>Behaviour expectations</p> <ul style="list-style-type: none"> - Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. - Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. 	<p>Rules will be shared with pupils in September such as not sharing belongings, washing hands more often and keeping a distance from each other. These will be regularly revisited. Behaviour expectations and sanctions will be shared regularly</p> <p>Our Behaviour policy was updated and shared with staff at our September INSET</p>		
4. Assessment and accountability			
<p>Primary assessment</p> <p>Statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:</p> <ul style="list-style-type: none"> • the phonics screening check • key stage 1 tests and teacher assessment • the Year 4 multiplication tables check • key stage 2 tests and teacher assessment • statutory trialling <p>Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020</p>			
5. Contingency planning to provide continuity of education in the case of a local outbreak			

Risk / Guidance Requirements	Controls/ procedures in place	Actions remaining	Status
<p>Contingency plans for outbreaks Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education</p>			
<p>Remote education support In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. 	<p>A staff meeting was held to discuss how best to achieve effective remote learning.</p> <p>Staff have completed online training on Oak Academy. Parents were audited in September to find out who will need printed resources and who would like to borrow laptops</p> <p>We have used twilight time to produce at least a week’s sequence of remote learning which allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations</p>	<p>IT Support still haven’t cleaned spare laptops ready for families. We are continuing to chase this up.</p>	
<p>When teaching pupils remotely, we expect schools to:</p>	<p>Oak Academy has video content for all subjects. At present we are marking work submitted by parents via email.</p>		

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<ul style="list-style-type: none"> • set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos • gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work • enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding • plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers 	<p>Home learning policy and home school agreement have been written and shared with staff</p> <p>Home learning policy and home school agreement have been shared with parents so all expectations are clear.</p>		
<p>We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place</p>	<p>The feedback from home learning in our questionnaire was that parents felt able to support their children to complete the work. We followed the normal school timetable and ensured full coverage of all subjects. There was no use of</p>		

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significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.	projects or internet research. This will continue in September.		