

# DAT COVID- 19 RISK ASSESSMENT FOR FULL OPENING OF SCHOOLS



Academy	Blowers Green Primary School
Activity / Procedure	Full Reopening – COVID19 (version 1.0)
Assessment Date	21/08/2020 – to be reviewed and updated regularly

Identify People at Risk	YES or NO
Employees	YES
Learners	YES
Visitors	YES
Contractors	YES

In line with the Department for Education’s instruction and relevant advice and guidance on effective infection protection and control, it is our plan that all learners, in all year groups, will return to school full-time from the beginning of the autumn term.

This risk assessment provides an examination of risks which must be factored into the planning of the full opening of Dudley Academies Trust schools and has been completed in accordance with the latest [Department for Education guidelines](#).

The assessment takes account of government guidance on planning for all learners in all year groups, to return to school full-time from September 2020 and will be amended as appropriate in the context of any changes to government and/or public health guidance.

Risk	Rating	Success Criteria	Actions
The academy lapses in following national guidelines and advice, putting everyone at risk.	Low	The academy has the most recent information from government, NHS, Department of Health and Social Care and PHE and this is distributed through the Trust and its risk assessment is reviewed accordingly.	<p>Regular checks are made with Government websites to ensure all relevant guidance is followed and communicated.</p> <p>Any change in information to be shared with the Board of Trustees and passed on to parents/carers and staff by Chief Executive briefing notes and websites as necessary.</p>
Precautionary measures are not being followed in school	High	Current advice is being adhered to by all learners and all staff.	<p>Posters around the academy including designated entrances, reception protocol, classroom designations and COVID-19 hygiene reinforcements and messages.</p> <p>Thorough hand washing/sanitising to be carried out regularly (minimum alcohol 60%):</p> <ul style="list-style-type: none"> <li>– Before leaving home.</li> <li>– On arrival at school.</li> <li>– After using the toilet.</li> <li>– After breaks.</li> <li>– Changing classrooms/subjects.</li> <li>– Before eating any food, including snacks.</li> <li>– Before leaving school.</li> <li>– To avoid touching eyes, nose and mouth with unwashed hands.</li> </ul> <p>Primary school learners encouraged to wash hands/use hand gel before starting a new activity/each time they move to a new activity.</p>

Supervision of hand washing and sanitising – small children should continue to be helped to clean their hands properly (**primary school only**).

Teachers to reiterate message in class:

- Covering your cough or sneeze with a tissue,
- Then throwing the tissue in a bin. See [Catch it, Bin it, Kill it.](#)
- Avoid touching your eyes, nose and mouth with unwashed hands.
- Wash your hands.

Enhanced cleaning schedule introduced to include:

- More frequent cleaning of rooms/shared areas that are used by different groups.
- Frequently touched surfaces being cleaned more often than normal.
- Learners encouraged to clean their hands thoroughly after using the toilet.

Ensure all washroom facilities are well stocked – twice a day – with anti-bacterial hand wash (including portaloos where applicable).

Ensure classrooms have alcohol sanitizer hand gel (minimum alcohol 60%) for all learners to use at the start of the day, after lunch and on entry to the classroom.

A nominated member of staff to monitor the standards of cleaning in school and identify any additional cleaning measures.

Staff to bring in their own cups and utensils. All utensils are thoroughly cleaned before and after use. The dishwasher should not be used.

Learners to limit the amount of equipment they bring into school each day to essential such as lunch boxes, coats, books, and stationery.

Children attend school on PE days in PE kits with school jumper/cardigan to avoid changing in school.

Avoid unnecessary sharing of resources especially where this does not contribute to learner education and development.

Provide antibacterial wipes for each class teacher for wiping surfaces as required.

Ensure cleaner's resources are adequate and door handles, doors, toilet space, table tops, consideration of cleanable temporary coverings for soft floor finishes.

Floor activities to be limited

Ensure good ventilation in classrooms where possible by opening windows and doors (unless fire doors).

Educational Visits (non-overnight domestic) to be carried out in line with protective measures, such as keeping children within their consistent group

			<p>and the COVID-secure measures in place at the destination. Ensure full and thorough risk assessment in relation to all educational visits to ensure they can be done safely. <b>(currently in suspension pending further guidance).</b></p> <p>Ensure at least 2 boxes of tissues per classroom and parents/carers encouraged to send their children in with own tissues.</p> <p>Hand sanitiser stations to be available.</p> <p>Temporary suspension of soft toys and upholstered furniture in frequently used spaces.</p> <p>Ensure playground equipment is safe to use and that risks from any damaged or defective equipment are addressed before opening.</p> <p>Signing in to be contactless (or an appropriate alternative) throughout all academies.</p> <p>Placement of tape or spots marking to reinforce importance of maintaining social distancing.</p> <p>Ensure school kitchens comply with the <a href="#">Guidance for Food Businesses on Coronavirus (COVID-19)</a>.</p>
<p>Inadequate toilet provision</p>		<p>Outdoor portaloos will be available, easily accessible to outdoor zones to reduce unnecessary movement into the building.</p>	<p>Additional portaloos with sanitiser will be provided, where necessary, and are appropriately signed.</p> <p>Out of lesson visits to washrooms to be discouraged with consideration to limiting the number of learners using the washrooms at any</p>

			<p>one time. This communicated to learners and staff during induction.</p> <p>Portaloos to be key access only and locked during lessons to avoid people inadvertently contaminating by not being part of the designated 'bubble'.</p> <p>Where appropriate queuing will be supervised by a member of staff or at least numbers waiting managed by a member of staff.</p> <p>Barrier tape to be used to prevent over-crowding.</p> <p>Posters on toilet doors as visual reminders for social distancing.</p> <p>Regular cleaning to be carried out between each cycle of use and frequent checks made of the toilets to ensure cleanliness and hygiene throughout the day.</p>
<p>Learner, member of staff or someone in their household has Coronavirus (COVID-19) symptoms.</p>	<p>Low</p>	<p>All staff and understand the symptoms of COVID-19 and the NHS Test and Trace process and how to contact their local <a href="#">Public Health England Health Protection Team</a>.</p>	<p>Learners, staff and other adults must not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in the last 7 days.</p> <p>All staff aware that if anyone in school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell, must be sent home and advised to follow <a href="#">'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection.'</a></p>

Anyone developing the above symptoms to self-isolate for at least 7 days and [arrange to have a test](#) to see if they have coronavirus (COVID-19).

Staff to self-isolate – journey home appropriately.

Learner – Parents/carers informed immediately and asked to collect immediately.

Anyone who displays symptoms of coronavirus (COVID-19) should get a test through the [NHS testing and tracing for coronavirus website](#) or ordered by telephone via NHS 119 for those without access to the internet.

During the testing period ensure continued communications with the member of staff and seek alternative work that they can complete from home, if they remain well and if it is practicable to do so.

A negative test result means the test did not find coronavirus - individuals **do not need to self-isolate** and should **return to work** as long as:

- Everyone they live with who has symptoms tests negative.
- Everyone in their support bubble who has symptoms tests negative.
- They were not told to self-isolate for 14 days by NHS Test and Trace.
- They feel well.

Designated room used as isolation room until parent/carer collects. Advice is for child to be supervised by an adult – to sit 2 metres away. A

facemask and gloves should be worn by the supervising adult if a distance of 2 metres cannot be maintained ([safe working in education childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#)).

A sign to be put on the meeting room door to inform staff not to enter the room. Room to be isolated. Avoid touching people, surfaces or objects and advised to cover mouth and nose with a disposable tissue.

If they need to go to the washroom while waiting to be collected separate washroom is to be used, where possible. Washroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.

Anyone who has had contact with symptomatic individual is to wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser.

Ensure sanitisation of space following departure. See the [COVID-19:cleaning of non-healthcare settings guidance](#).

Communicate with staff and parents/carers to ensure they are ready and willing to:

- [Book a test](#) if they are displaying symptoms. Staff and learners must not come into the school if they have



symptoms, and must be sent home to self-isolate if they develop them in school.

- Provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace.
- [Self-isolate](#) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19).

Advice on rubbish which may have been contaminated:

- Learners and staff to provide their own mini garbage/recycling bag in order to collect their own personal garbage and dispose of at home.

No/limited sharing of stationery

Classroom resources, such as books and games, can be used and shared within the 'bubble'.

These should be cleaned regularly, along with all frequently touched surfaces.

Learners can take books and other shared resources home. Teachers can take books home for assessment marking. Unnecessary sharing should be avoided especially where this does not contribute to learner education and development – similar rules on hand cleaning, cleaning of the

			<p>resources and rotation should apply to these resources.</p> <p>Resources shared between classes or ‘bubbles’, such as sports, art and science equipment should be cleaned frequently and meticulously and always between ‘bubbles’, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different ‘bubbles’.</p> <p>Risk assess practical products, such as Lego and Duplo in primary schools, based on ease of cleaning and nature of use. Consideration to be given to using the items one day and then leaving them unused for 3 days to allow the virus to die – soaking contaminated items in ‘Milton’ and allowing to drip dry at the end of each day is recommended ensuring this is clearly marked with the date for next use.</p> <p>In an emergency call ‘999’ if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) should not visit the GP, pharmacy, urgent care centre or a hospital.</p>
<p>Confirmed cases of coronavirus (COVID-19) amongst school community.</p>	<p>High</p>	<p>All staff understand they must take swift action when they become aware that someone who has attended school has tested positive for coronavirus (COVID-19) and follow guidance from the health protection team.</p>	<p>Ensure contact is made with the local health protection team when made aware that someone who has attended school has tested positive for coronavirus (COVID-19).</p> <p>Ensure a record is kept of:</p> <ul style="list-style-type: none"> <li>– Learners and staff in different groups.</li> </ul>

			<ul style="list-style-type: none"> <li>– Any close contact that takes place between learners and staff in different groups.</li> </ul> <p>If there are two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected continue to work with local health protection team who will advise if additional action is required.</p>
<p>Staff do not report sickness</p> <p>Staff are unwell but attend school</p> <p>Staff absence increases</p>	Low	National Guidelines: People who feel unwell: People who feel unwell should stay at home and should not attend work.	<p>Communicate to staff the importance of continuing to follow national guidelines.</p> <p>Remind staff to report immediately of contact with anyone who has symptoms of virus or self-isolating or positive diagnoses and to follow medical advice immediately.</p> <p>In light of staff absence:</p> <ul style="list-style-type: none"> <li>– School will supply cover where possible including cover supervisors, rota staff and agency staff to cover lessons, as well as senior leadership team staff.</li> <li>– TAs and HLTAs for SEND learners, parents/carers will be informed where upon school is unable to provide safe ratios to support key learners – parents/carers will be asked to keep child at home.</li> </ul>
Local area sees a spike in infection rates resulting in localised	Medium	The Department for Education will be involved in decisions at a local and national level affecting a geographical area and will support appropriate	Ensure robust contingency plan is developed to include:

<p>community spread and temporary closure of school.</p>		<p>authorities and individual settings to follow the health advice.</p>	<ul style="list-style-type: none"> <li>– Checking and updating learner and parent/carer contact details.</li> <li>– Immediate access to remote education resources.</li> <li>– Remote learning plans for individual or groups of self-isolating learners.</li> <li>– School remaining open for vulnerable learners and learners of critical workers only.</li> <li>– Immediate access to laptops, tablets and 4G wireless routers to support vulnerable and disadvantaged learners.</li> <li>– Provision of printed resources, such as textbooks and workbooks, for learners who do not have suitable online access.</li> <li>– Consider the allocation of responsibilities, duties and cover arrangements during a pandemic including who would take key decisions in the event of leadership team absence.</li> </ul>
<p>Ineffective social distancing creating further spread and infection of the virus.</p>	<p>Low</p>	<p>Evaluation of site to consider keeping distinct learner groups ('bubbles') separate to reduce the number of contacts between learners and staff.</p> <p>For primary school learners it is acceptable for them not to maintain social distancing within their group.</p>	<p>Maintain consistent learner 'bubbles' to limit the number of learners and staff in contact with each other.</p> <p>Learners to be supported to maintain distance and not touch staff and their peers where possible.</p> <p>Ensure learner groups 'bubbles' are kept apart from other groups where possible and learners to be encouraged to keep their distance within their own group.</p>

			<p>Limit interaction, sharing of rooms and social spaces between groups/ 'bubbles' as much as possible.</p> <p>All adults should try and keep their distance from learners and other staff as much as they can, ideally staying at the front of the class and 2 metres from other adults.</p> <p>Avoid close face to face contact and minimise time spent within 1 metre of anyone.</p> <p>Classrooms to be adapted to support distancing where possible including removal of any unnecessary furniture to create more space and ensure teachers maintain adequate space away from learners when teaching.</p> <p>Larger gatherings not permitted in schools within the Trust until confirmed safe to do so.</p>
<p>Staff resource challenges and low learner attendance</p>	<p>Medium</p>	<p>Rules on mandatory school attendance applies including:</p> <ul style="list-style-type: none"> <li>– Parents/carers duty to secure that their child attends regularly at school where the child is a registered learner at school and they are of compulsory school age.</li> <li>– Schools' responsibilities to record attendance and follow up absence.</li> <li>– The availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct (this will be reviewed on a regular basis).</li> </ul>	<p>Individual risk assessments to be completed for any staff in the most at risk categories (for example staff who are pregnant, suffering from asthma and BAME staff) and additional safety measures/alternative arrangements put in place where appropriate.</p> <p>Ensure EHCP plans can be delivered and learners risk assessed and reasonable endeavour conversations and planning paperwork completed and shared with parents/carers to ensure appropriate support is made for learners with SEND.</p>

		<p>Where a learner is not able to attend school as parents/carers are following clinical and/or public health advice, absence will not be penalised.</p>	<p>Risk assessments to be undertaken for all vulnerable learners.</p> <p>Any member of staff who is required to quarantine and is unable to report for work must follow the Trust's absence reporting procedure. Provision of sick pay for periods of quarantine, where a member of staff has travelled abroad voluntarily and could have avoided the consequent of quarantine restrictions, will be decided on a case by case basis. Individual circumstances to be referred to Laura Round, Senior HR Adviser.</p> <p>Ensure access to remote learning for any learner who is unable to attend school because they are complying with clinical and/or public health advice.</p> <p>Board of Trustees regular review of attendance figures.</p> <p>Critical programming and upskilling may be required to ensure sufficient resource to deliver the curriculum.</p>
<p>Practical lessons in Schools including music and physical activities.</p>	<p>Low</p>		<p>Ensure that all practical lessons are risk assessed and reviewed regularly.</p> <ul style="list-style-type: none"> <li>- Ensure physical distancing.</li> <li>- Class sizes to be split where possible to accommodate practical activities at a level where social distancing rules can be applied. Learners positioned back to back or side to side.</li> </ul>

			<ul style="list-style-type: none"> <li>– Instruments not to be shared.</li> <li>– Ensure good ventilation.</li> <li>– Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> <li>– Outdoor sports to be prioritised where possible. If not large indoor space encouraging physical distancing.</li> <li>– Learners to be kept in consistent groups.</li> <li>– Sports equipment must be thoroughly cleaned between each use by different individual groups.</li> <li>– Contact sports to be avoided.</li> </ul>
PPE	Low	The majority of staff in education settings will not require PPE beyond what they would normally need for their work.	<p><b>Learners aged 5 years and under</b> should not be required to wear masks based on the safety, overall interest of the child and capacity to appropriately use a mask with minimal assistance.</p> <p><b>Learners aged 6-11</b> should be based on the following factors:</p> <ul style="list-style-type: none"> <li>– Whether there is widespread transmission in the area where the child resides.</li> <li>– The ability of the child to safely and appropriately use a mask.</li> <li>– Access to masks, as well as laundering and replacement of masks in certain settings. – Adequate adult supervision and instructions to the child on how to put on, take off and safely wear masks.</li> </ul>

– Potential impact of wearing a mask on learning and psychosocial development, in consultation with teachers, parents/carers and/or medical providers.

– Specific settings and interactions the learner has with other people who are at high risk of developing serious illness, such as those with other underlying health conditions.

Consistent with WHO's advice, schools should take additional precautionary measures in areas where the transmission of the virus is high. These areas are defined as areas of National Government Intervention.

Where a learner becomes unwell, with symptoms of coronavirus, at school the supervising adult must wear PPE if they cannot maintain a 2 metre distance.

Face coverings are required at all times on public transport (for children aged 12 and above) or when attending a hospital as a visitor or outpatient.

Use of wider public transport to be kept to an absolute minimum. All learners and staff must be informed that if they use face coverings these must be removed when arriving at school. Learners informed not to touch the front of their face covering during use or when removing them.

Learners and staff to be reminded to wash their hands immediately on arrival to school and



			<p>dispose of temporary face covering in a covered bin or place reusable face coverings in a plastic bag they can take home with them and wash their hands again before heading to their classroom. Staff to be reminded that wearing of gloves is not a substitute for good hand washing.</p> <p>Staff encouraged to consider car sharing to avoid public transport ensuring they:</p> <ul style="list-style-type: none"> <li>-Share the vehicle with the same person each time.</li> <li>-Optimise distance between people in the vehicle, for example by the passenger sitting in back left-hand seat of a car.</li> <li>- Wear a face covering.</li> <li>- Clean door handles and other areas that people may touch between journey using gloves and standard cleaning products.</li> <li>- Avoid physical contact and have good ventilation (keep the car windows open).</li> <li>- Promote safe cycling routes. Staff, Parents/carers and learners encouraged to walk or cycle to school if at all possible.</li> </ul>
Moving around school	Low	Staff will supervise this as a matter of course to avoid learners clashing with others within the school.	<p>All academies to consider their own logistics for movement around the building and constantly review plans regarding circulation and zoning.</p> <p>Staggered start times to enable more journeys to take place outside of peak hours.</p>

Consider different entrances/exits for all year groups.

Request that only one adult comes onto the school site in order to help maintain effective social distancing between parents/carers.

Communicate agreed process for drop off and collection to parents/carers including to be prompt, not loiter outside the school and coming onto site without an appointment is not allowed.

Gatherings are not permitted to include within 5 metres of entrance and exits to the school premises.

Expressed permission is required for any visitors to the building.

Ensure reception is closed within reason so no admittance to visitors. Some visits/contact may be required – local strict management of this to be in place.

Any visitors to the school, such as contractors, to be informed of site guidance on physical distancing and hygiene on or before arrival to site and a record of all visitors should be kept. Where possible, visits outside of school hours should be arranged.

Learners will remain in social bubbles throughout the day and move around the site isolated from other bubbles. Movement around the school site should be kept to a minimum.

Staggered break times and lunch times.

Allotted time to be given for cleaning surfaces in the dining hall between groups.

Teachers are permitted to move between bubbles however should minimise movement if and where possible.

Seek to reduce any staff mixing with more than one bubble with careful consideration given to breaks and lunch time to facilitate staff breaks without potential transmission across groups.

Playgrounds will be zoned and each class will only be allowed to play within its own zone.

Increased cleaning regimes to manage any potential risk in high traffic points including:

- Any outside equipment – focusing efforts on plastic or metal surfaces (it is not practical to disinfect entire large playground structures, and is not proved to reduce risk of COVID-19 – cleaning and disinfection of wooden play structures, benches and tables etc. is not recommended).
- Entry and exit points such as gates.
- Seating areas such as benches and picnic tables.
- Refuse areas/bins.

Use of staff rooms to be minimised.

<p>Increased incidences of poor behaviour and social, emotional and mental health concerns.</p>	<p>High</p>	<p>Learners are expected to adhere to strict safety measures.</p> <p>The DfE guidance states “We expect school leaders and teachers to consider their pupils’ mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn and assess where pupils are in their learning, and agree what adjustments may be needed to the school curriculum.</p>	<p>Communicate behaviour expectations to staff, learners, parents and carers to ensure they are clearly understood and consistently supported. Learners will be reminded of these throughout each day.</p> <p>Parents/carers will be contacted for any learner that is unable or unwilling to adhere to new restrictions and/or social distancing while at school.</p> <p>A risk assessment will be undertaken for each identified learner where there are concerns over their ability or willingness to adhere to new restrictions and/or social distancing while at school. This will advise whether it is safer for learner to be at school or at home. This will be discussed with parents/carers.</p> <p>Consider temporary adjustment to SE protocol exclusion to be temporarily brought forward regarding learners posing risk to other learners/staff.</p> <p>Social distancing in place in SE.</p> <p>Consultation with teachers to consider seating plans with regards to the return of learners to mitigate behavioural issues and learning difficulties with regards to hearing and sight impediments.</p> <p>Consider communication tools for teachers to quickly escalate issues within classrooms with regards to sickness and behaviour so the learner</p>
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			<p>can be promptly and safely removed from the environment.</p> <p>Planned activities to support the social, emotional and mental health needs of all learners focused on identifying learners that may have been effected by the wide nature of the lockdown period and COVID-19 crisis in general.</p> <p>SLT will ensure provision is in place to help protect wellbeing and mental health, and ensure all staff and learners have access to appropriate support.</p> <p>Consultations with school community nurse to support the health and wellbeing of learners including anxiety, bereavement, sleep issues, additional and complex health needs.</p> <p>Additional wellbeing support available for both learners and staff including the <a href="#">Education Support Partnership</a> free helpline for school staff and targeted support for mental health and wellbeing.</p> <p>Learning is differentiated according to need.</p>
Vulnerable learners and learners with SEND do not receive appropriate support	Medium	Learners with SEND and those concerned about returning to school are well supported.	<p>Appropriate planning is in place to support the mental health of learners returning to school.</p> <p>Agree what returning support is available to learners with SEND in conjunction with families and other agencies.</p>
Increased number of safeguarding concerns reported after lockdown.	Low	Safeguarding remains of the highest priority and practice.	All staff will continue to have appropriate regard to <a href="#">Keeping Children Safe in Education 2020</a> (KCSIE) and the Department for Educations

			<p>guidance on <a href="#">Coronavirus (COVID-19): Safeguarding in Schools, Colleges and Other Providers</a> and these will remain in force throughout the response to coronavirus (COVID-19).</p> <p>Agree safeguarding provision to be put in place to support returning learners.</p> <p>Ensure that key staff (DSL and deputies) have capacity to deal with any arising concerns.</p> <p>Follow up any referrals made by staff swiftly, while maintaining social distancing.</p>
Revised fire and lockdown procedures	Low	<p>All staff, learners and volunteers will make themselves aware of all relevant policies and procedures including, but not limited to the following:</p> <ul style="list-style-type: none"> <li>- Health and Safety policy.</li> <li>- First Aid policy.</li> <li>- Behaviour policy.</li> <li>- Staff absence reporting procedures.</li> </ul> <p>As a result, social distancing is maintained in the event of an emergency evacuation.</p>	<p>Check all firefighting equipment, signs and emergency lighting operates as it should.</p> <p>Fire plans to be reviewed and ensure sufficient Marshalls are adequately briefed.</p> <p>New assembly points will need to be allocated for each 'bubble' – these will observe social distancing measures.</p> <p>Ensure existing PEEPs remain valid and have been amended where necessary, all staff, relevant learners, parents and carers are informed of the changes.</p> <p>New PEEP's will be delivered where necessary.</p> <p>Clear evacuation routes and designated year group fire assembly points will be assigned to ensure social distancing is maintained where possible.</p>

			<p>New evacuation procedures will be added as an addendum to current policy and will be shared with staff and learners at their respective induction sessions.</p> <p>Staff to be reminded to ensure they follow social distancing and support learners in doing so.</p> <p>Year group fire drills to be executed on return to school to help avoid cross contamination across bubbles.</p> <p>Whole school fire drills temporarily suspended until such time that COVID measures are lifted.</p>
Trust Reputation	Low	Strategic marketing plan to be in place to proactively communicate to staff, parents/carers and learner's health and safety measures and safeguarding that is being implemented Trust wide for the safety of all.	<p>Regular communications via briefings, social media updates, letters and websites.</p> <p>Principal to share risk assessment with all staff.</p> <p>Parents/carers notified of risk assessment plan and shared with parents/carers via website.</p> <p>Ensure clear and consistent communication with parents/carers throughout the summer holiday regarding expectations around school attendance and provide reassurance of the measures in place to reduce the risk in school.</p> <p>Provide opportunities for parent's/carers to feedback any remaining concerns/anxieties they may have regarding reopening.</p> <p>Consistent evidence of school cleaning regimes if to be called upon.</p>

Management of sickness and behavioural issues for the protection of the learners.

All contingency plan measures shared with the Board of Trustees.

**Assessor's Comments**

This is completed to the best of my knowledge in these unprecedented times. I have assessed the risks I see at this time, however, as a school leader, I cannot guarantee the full and total safety of the children and staff at these times.

Name of assessor - Principal	Signature of assessor	Date

Name of School Business Manager	Signature of manager	Date

Risk assessment reviews (weekly)	Signed by:
	Date: