



Inspiring All to Excellence

Anker Valley Primary Academy

COVID-19 Risk Assessment

Version 3

Revised January 2022

Version 3 (January 2022)

COVID-19: Operational Risk Assessment for Anker Valley Primary

DfE Operational Guidance Overview:

The government continues to manage the risk of serious illness from the spread of the virus. The Prime Minister announced on 27 November the temporary introduction of new measures as a result of the Omicron variant and on 8 December that Plan B, set out in the autumn and winter plan 2021, was being enacted. As a result, these measures are reflected in this guidance for schools. This advice remains subject to change as the situation develops. COVID-19 continues to be a virus that we learn to live with and the imperative to reduce the disruption to children and young people's education remains. The DfE and Government have worked closely with the Department of Health and Social Care (DHSC) and the United Kingdom Health Security Agency (UKHSA) to revise the operational guidance.

Our priority is to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

At Anker Valley Primary Academy, we are following the Schools' Covid Operational Guidance, which has been informed by the Department of Health and Social Care (DHSC) and the local Incident Management Team (IMT).

General Principles

There is no 'one size fits all' off-the-shelf suite of control measures to suit every school or circumstance. The control measures are based upon the principles of;

- Avoiding contact with those who have symptoms.
- Frequent hand cleaning & good respiratory hygiene practices.
- Regular cleaning of settings.
- Minimising contact & mixing (with a strong focus on bubble/class separation).

Even where these principles cannot be adopted in full, even a partial adoption of them would be beneficial in reducing the risk. It should also be remembered that more than one of the principles can be adopted simultaneously.

The wearing of respiratory protection (face masks) in primary schools is NOT expected to be a routine control measure where no specific risk has been identified.

The Government will continue to expect everyone with COVID-19 symptoms to self-isolate and take a polymerase chain reaction (PCR) test. The legal requirement to self-isolate for 10 days if an individual tests positive for COVID-19 will remain in place in order to prevent those who are infected from mixing in the community and passing on the virus.

Over Spring and winter PCR testing for those with COVID-19 symptoms will continue to be available free of charge. The Government has developed one of the largest per capita testing capabilities in the world. The recent opening of the Rosalind Franklin Mega lab brings total capacity to over 700,000 PCR tests daily across the four nations.[footnote 17] The Government plans to scale sequencing capacity from 39,000 tests per week currently to over 150,000 by March 2022 to establish greater levels of surveillance for disease

monitoring and variant tracking. This is critical to inform effective prevention measures for breaking chains of transmission.

Testing in education settings has played an important role in identifying positive cases since the start of this year, helping reduce the spread by removing infected individuals from the classroom or lecture hall. In secondary schools, further education and higher education, the Government expects that testing for students will continue for the rest of this term. This will be a valuable tool in minimising the overall disruption to education, and is particularly helpful for this cohort, given its current lower level of vaccine-based protection.

Local Outbreaks

Anker Valley primary has a separate Outbreak Management Plan outlining how school will operate if there is an outbreak in the school setting or local area. Advice is clear: given the detrimental impact that restrictions on education can have on children, any measures in settings should only ever be considered as a last resort, kept to the minimum number of settings or groups possible, and for the shortest amount of time possible.

Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.

If school has several confirmed cases within 14 days, this may be considered an outbreak.

Anker Valley Academy (Mrs Horlor) will call the dedicated advice service who will escalate the issue to the local health protection team where necessary and advise if any additional action is required, such as implementing elements of the outbreak management plan. Leaders can also call the DfE helpline on 08000468687 and selecting option 1 for advice on the action to take in response to a positive case. The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health and PHE health protection teams recommend measures described in the contingency framework in individual education and childcare settings- or a small cluster of settings-as part of their outbreak management responsibilities and this is the advice that Anker Valley primary has followed.

January 2022 Update Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection -GOV.UK (www.gov.uk):

COVID19 infection rates are very high, and the Omicron variant is spreading rapidly. It is important that we all take steps to reduce the spread of COVID-19 infection in the community to save lives and protect the NHS. LFD tests are very good at identifying people who have high levels of coronavirus and are most likely to pass on infection to others, even if you do not have symptoms. If you have COVID-19 symptoms you should stay at home and self-isolate immediately. You should arrange to have a PCR test as soon as possible. If this PCR test result is positive, you must continue to self-isolate. If you do not have COVID-19 symptoms, but you have a positive PCR test result, you must stay at home and self-isolate. If you live in the same household as someone with COVID-19 you are at significantly higher risk of becoming infected yourself. If you have been vaccinated with a COVID-19 vaccine, you are less likely to become severely ill if you catch COVID-19. You are also less likely to spread COVID-19 to other people, but it is still possible for this to happen. Therefore:

- if you are aged 18 years 6 months or over and you are not fully vaccinated*, and you live in the same household as someone with COVID-19, you are legally required to stay at home and self-isolate
- if you are fully vaccinated or aged under 18 years and 6months, and you live in the same household as someone with COVID-19, you are not legally required to self-isolate. However, you are strongly advised to take an LFD test every day for 7 days, and to self-isolate if any of these test results is positive

*You are fully vaccinated 14 days after having received 2 doses of an approved vaccine (such as Pfizer /BioNTech ,Astra Zenecaor Moderna /Spikevax) or one dose of the single-dose Janssen vaccine.

*In this document, January 2022 updates are highlighted in blue for ease of reference

Assessment conducted by:	Maria Hamblin Natalie Horlor Senior Leaders Governors Staff	Job title:	Head of School	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers, supply staff
Date of assessment:	January 2022	Review interval:	At least half termly or sooner if required	Date of next review:	Ongoing
Related documents					
Trust/Local Authority documents: Staffordshire Contingency Guidance			Government guidance: Guidance: Schools Covid Operational Guidance January 2022		

The school is following the [Schools coronavirus \(COVID-19\) operational guidance](#). Public Health England advice systems of controls to minimize coronavirus (COVID-19) risks in school environments, the school are adhering to the four key current systems of control.

1. Ensure good hygiene for everyone.
2. Maintain appropriate cleaning regimes.
3. Keep occupied spaces well ventilated.
4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm, or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1. Establishing a systematic process for partial opening or Lockdown, including social distancing					
1.1 Safeguarding					
Safeguarding processes, procedures and culture are less effective with the Covid-19 adjustments	H	<ul style="list-style-type: none"> All children who are Clinically Extremely Vulnerable are expected to attend school unless they are one of the very small number of children under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend. The Child Protection and Safeguarding Policy (led and compiled by the Trust Safeguarding Forum and Designated Safeguarding Lead) reflects the response in relation to the welfare of all pupils through an addendum. AVPA has regard to the statutory safeguarding guidance, Keeping Children Safe in Education September 2021. All staff and governors have revised the latest guidance and continue to be updated including with peer-on-peer abuse. (Spring 2022) The Designated Safeguarding Lead (and deputies) will offer ongoing additional support to staff and children regarding safeguarding and welfare concerns. The handling of referrals to children's social care and other agencies where these are appropriate for AVPA pupils will continue. The Designated Safeguarding Lead and SENDCO will co-ordinate multi-agency working within AVPA School, including communication with school nurses or others complying with this RA. Any individual pupils who are self-isolating within the definition of being vulnerable will have systems in place to maintain regular contact. These will be recorded. (Teams, phone calls by SENDCo and Well Being Lead where required). If any vulnerable child is required to self-isolate, NH, MH or AF will notify their social worker (if they have one). An agreement will take place with the social worker regarding the best way to maintain contact and offer support to the vulnerable child. The Child Protection and Safeguarding Policy (led by the designated safeguarding lead) has been revised to reflect revised to incorporate September 2021. A coronavirus (COVID-19) annex or addendum that 	Yes	<ul style="list-style-type: none"> Child Protection and Safeguarding shared at Trust Safeguarding sessions led by MH. (DSL) and in relation to Covid-19. HTs Report to LGB and the TB will include a focus on Covid-19 response and on-going issues. My Concern training undertaken in relation to whole staff aligned approach. Remote Learning Section- please see. (NH) Share the amended policy for safeguarding with all staff and the LGB. (Inset September 2021) Shared on website September 2021 	M

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<p>summarises related changes has been undertaken but will be responsive now only in respect to Remote Learning if learners must shield or are learning from home due to a positive test.</p> <ul style="list-style-type: none"> It is expected that at AVPA there will always be a trained DSL (or deputy) available on site or a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example in the event of local outbreak and partial closure. 			
1.2 Net Capacity					
Organisation and capacity of rooms	L	<ul style="list-style-type: none"> We no longer recommend that it is necessary to keep groups apart as much as possible. Our outbreak management plan covers the possibility that in some local areas it may become necessary to reintroduce keeping groups apart for a temporary period. 	Yes	<ul style="list-style-type: none"> RA will be published on the school website with the revised update. Leaders and all staff will continue to review procedures- <i>briefings</i> on a weekly basis. 	L
1.3 Organisation of Teaching Spaces					
Classroom sizes may not allow adequate social distancing	L	<ul style="list-style-type: none"> Schools are no longer recommend that it is necessary to keep groups apart or keep children in bubbles. 	Yes		L
Large spaces need to be used to enable meetings and mealtimes from Spring 2022	M	<ul style="list-style-type: none"> There are no limits set for large spaces (e.g., hall, sports hall, and dining hall) for meetings and school dinners. The Trust Catering Lead will meet and visit on a regular basis to review usage and safety. Design layout and arrangements are no longer required to enable social distancing. Playground spaces will be managed on a scheduled timetable for AVPA and OPOJ children, and these will be supported through specific lunchtime staff who no longer are required to stay with their bubbles. Groups of pupils will no longer be kept apart, therefore large gatherings such as assemblies or collective worship with more than one group will now be able to take place but where possible the school will aim to enable parents to have safe distances e.g., nativities 	Yes	<p>Outdoors to be used for PE where possible, if not Hall is able to be used.</p> <ul style="list-style-type: none"> Cleaning regime implemented between meal sittings including use of detergents to continue by catering staff. A cleaner (PM) will continue to be based on site to clean during the morning each day. MH/NH will meet with LS to monitor cleaning 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<p>may be given additional timings for less people to attend each individual performance.</p> <ul style="list-style-type: none"> Through normal timetabling, groups between AVPA and OPOJ are not required to be kept apart and movement around the school site continues as normal. While passing briefly in the corridor or playground, staff and children are not required to avoid creating busy corridors, entrances and exits. Staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups) are not scheduled into the Spring Term as there is only one class but time between OPOJ and AVPA YR will be scheduled. Use of the staff room is not minimised, and there is an expectation that staff must still have a break of a reasonable length during the day at AVPA. Staff PDMs in Spring will be hosted face to face. 		<p>schedules and additional cleans where required as appropriate. X 2 daily</p> <ul style="list-style-type: none"> A cleaning schedule is in place that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> -more frequent cleaning of rooms and shared areas that are used by different groups -frequently touched surfaces being cleaned more often than normal. -disposable black sacks/ disposable cups also used during lunchtimes. -Halls and larger spaces are cleared of unnecessary equipment where possible. 	
1.4 Availability of Staff and Class Sizes					
<p>The number of staff who are available is lower than that required to teach classes in school as well as operate effective remote learning</p>	H	<ul style="list-style-type: none"> Staff are encouraged to keep us informed of any health-related issues so that we can support them as appropriate. From January 2022: staff should take one self-test at home either the evening or morning before they return in January, then continue to test twice weekly at home. Staff continue to use the Lateral Flow Test systems on a Wednesday and Sunday. LE the Administrator and she will ensure that there are always supplies of LFT to ensure that staff are able to continue testing. Isolation Rules: If you are fully vaccinated or aged under 18 years and 6 months you will not be required to self-isolate if you are a contact of someone who has tested positive for COVID-19. Those identified as a close contact will be informed by NHS Test and Trace or school that they have been in close contact with a positive case and are advised to 	Yes	<ul style="list-style-type: none"> A record of staff attendance as normal continues through prime Stay at home guidance for households with possible or confirmed COVID-19 infection. 	L

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		<p>take a PCR test. From 22nd December, the 10 day self-isolation period for people who record a positive PCR test result for COVID-19 has been reduced to 7 days in most circumstances, unless you cannot test for any reason. Individuals may now take LFD tests on day 6 and day 7 of their self-isolation period. Those who receive two negative test results are no longer required to complete 10 full days of self-isolation. The first test must be taken no earlier than day 6 of the self-isolation period and tests must be taken 24 hours apart. This also applies to children under 5, with LFD testing at parental or guardian discretion. If both these test results are negative, and you do not have a high temperature, you may end your self-isolation after the second negative test result and return to your education setting from day 8.</p> <ul style="list-style-type: none"> • Daily testing for close contacts of COVID-19: People who are fully vaccinated, or children and young people aged between 5 and 18 years and 6 months, identified as a close contact of someone with COVID-19, should take an LFD test every day for seven days and continue to attend their setting as normal, unless they have a positive test result or develop symptoms at any time. Children under 5 are not being advised to take part in daily testing of close contacts. If a child under 5 is a contact of a confirmed case, they are not required to self-isolate and should not start daily testing. If they live in the same household as someone with COVID-19 they should limit their contact with anyone who is at higher risk of severe illness if infected with COVID-19 and arrange to take a PCR test as soon as possible. They can continue to attend an education or childcare setting while waiting for the PCR result. If the test is positive, they should follow the stay at home guidance for households with possible or confirmed COVID-19 infection. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place where required. • AVPA Medical room used for any interventions as required. • Full use is made of testing to inform staff deployment. • Supply teachers, peripatetic teachers and other temporary staff will continue to be able to move between schools. 			

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> • Isolation rules have changed: From 16 August, if staff are fully vaccinated or aged under 18 years and 6 months they will not be required to self-isolate if they are a contact of someone who has tested positive for COVID-19 or Omicron. Those identified as a close contact will be informed by NHS Test and Trace or school that they have been in close contact with a positive case and are advised to take a PCR test. • Supply teachers, peripatetic teachers and other temporary staff will continue to be used where required • Where staff are not vaccinated, a risk assessment will be required to be in place. • As pupils return to school following the Christmas holiday period, the current requirements for remote education continue to remain in place. Staff at Violet Way should refer to the guidance in our Remote Learning Folder. • Workforce issues arise, we may use wish to use existing teaching, temporary and support staff more flexibly where required to ensure we remain open. As pupils do not need to be kept in consistent groups, we may combine classes Update to the definition of vulnerable children: For many children, continuing to have the protective factor of face-to-face education is vital. Throughout the pandemic, settings have continued to provide on-site places for this group of children. As has been the case since March 2020, there are three categories of children and young people who should benefit from on-site provision: <ul style="list-style-type: none"> • those with a social worker • those with an Education, Health and Care Plan • a group of children considered locally, including by settings and local authorities, to be 'otherwise vulnerable' In addition to the above, this list now includes: <ul style="list-style-type: none"> • children known to children's social care services in the past • children whose home circumstances might be particularly challenging because of domestic abuse, parental offending, adult mental health issues, and drug and alcohol addiction The list is not intended to be exhaustive and local assessment will be based on knowledge of family and community risk 			

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1.5 Attendance					
Pupils may have fallen behind in their learning during school closures and achievement gaps may have widened	H	<ul style="list-style-type: none"> From September 2021, when all children returned to school, attendance is mandatory for all pupils. Children who live with someone who is clinically extremely vulnerable should still attend school. AVPA will continue to record attendance in the register and follow upon absences of all pupils who are expected to be in school. Parents should plan holidays within school and college holidays as usual and avoid seeking permission to take your children out of school or college during term time. Parents should make sure any travel is in line with national travel guidance. In most cases, parents and carers will agree that a child with symptoms should not attend the setting, given the potential risk to others. If a parent or carer insists on a child attending the AVPA setting, the HT can take the decision to refuse the child if, in the HTs reasonable judgement, it is necessary to protect other children and staff from possible infection with COVID-19 and the Omicron variant. The decision will be carefully considered considering all the circumstances and current public health advice. 	Yes	<ul style="list-style-type: none"> HE (School Office) will record daily attendance. This will also be included onto a One-Note (Staff Well-being from the ELT/HT meetings). Attendance is shared with the ELT and other HTs on a fortnightly basis. HT Report will include attendance- whole school and vulnerable groupings. Mrs. Lewis will support pupils/families with known and presenting attendance issues through a phone call or meeting. 	L
1.6 Prioritising Provision including Remote Learning					
The continued prioritisation of vulnerable pupils and other children who must shield or self-isolate	H	<p>All children who are CEV / CV should attend their setting unless they are one of the very small number of children under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend.</p> <p>As outlined in the coronavirus outbreak management plan, if restrictions are recommended, we will stay open for:</p> <ul style="list-style-type: none"> Vulnerable pupils Children of critical workers 	Yes	<ul style="list-style-type: none"> Specific home learning for pupils with SEND is identified and compiled by the SENDCo (NH) and through liaison with the class teacher. This will include specific help and preparation to changes in routines. 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		Any children that have to self-isolate will receive remote learning if they are well enough.			
1.7 The School Day					
The start and end of the school day create risks of breaching social distancing guidelines	M	<ul style="list-style-type: none"> • School will operate for normal hours and breakfast club and after school provision. • Start and departure times will return to normal without the required adjustments (Parents have received this information in Transition Meetings and Stay and Play 2021) • Staff greet learners at the point of entry to school. • Parents and staff are not now expected to wear face masks when outside school but will wear them whilst attending plays, performances, or any indoor functions in school. • Pupils who are late being collected stay with their adult until collection. • Some pupils with SEND and behaviour needs will receive specific help and preparation for the changes to routine that this will involve. Class teachers and SENDCO have planned to meet these needs. All staff meet their classes with an awareness of children who are anxious. Parents are consulted to see if they wish to be phoned to ensure that they are aware that children have settled. 	Yes	<ul style="list-style-type: none"> • Staff reminders will continue on an ongoing basis to ensure social distancing and DfE guidance is consistently applied • Parent communication is via email, bulletins, and text messages and face to face where appropriate. • Pupils with additional anxiety regarding the start of the school day are met at the school office or at the gate by regular members of staff. • The school office is now open in its usual capacity. Parents are requested to make appointments unless requested otherwise during Spring 2022 and into Spring 2022. 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1.8 Curriculum, Behaviour, and Pastoral Support					
<p>Pupils may have fallen behind in their learning during school closures and achievement gaps may have widened</p>	M	<ul style="list-style-type: none"> • The curriculum content and delivery has been reviewed to meet children needs including academic, PSHE and mental health. This is through Reception Baseline Assessment, PDMs and observations. In the moment learning will further support this. • Gaps in learning will be assessed in a timely and appropriate way and addressed in teachers' planning. • Data points (Trust agreed) will be adhered to. • Home and remote learning will continue for those who are shielding or positive and is calibrated to complement in-school learning and address gaps identified. • Plans for intervention are in place for those pupils who have fallen behind in their learning including EYFS undertaking two Baselines for YR in the Spring Term 2021 and using Tapestry to support judgements. • The staffing structure has been reorganised to ensure support in provision where required in Year Reception. • Curriculum expectations are clear and aligned to the Academy Improvement Plan as are performance Targets. • Planning includes promotion of pupil's development and prepares them for wide opportunities, responsibilities, and experiences. • The AVPA curriculum remains broad and ambitious in line with the AIP. • AVPA continues to build the capability to educate pupils remotely, where this is needed. Remote education is high-quality and safe and aligns with the in-school provision. • Teachers have planned to deliver an ambitious and broad curriculum in all subjects throughout the Spring term but make use of existing flexibilities to create time to cover the most important missed content. • Planning is based on the educational needs of pupils. Curriculum planning is informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills. • Teachers and early year's practitioners are focusing more on the prime areas of education, including communication and language, personal, 	Yes	<ul style="list-style-type: none"> • Curriculum planned to ensure a balance between children's mental health, social and academic need • Monitoring for Spring 2022 will focus on missing content/lost learning from Nursery and how teachers are planning the close the gap. 	M

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<p>social, and emotional development, and physical development. Planning will reflect this.</p> <ul style="list-style-type: none"> • For pupils in year reception, teachers will assess and address gaps in language, early reading, and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. • All pupils will continue to access to a quality arts education. Music, dance, and drama will help build confidence and discover the joy of expressing themselves. • AVPA will continue to engage peripatetic teachers, including staff from music education specialists. • If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, they will have clear expectations that they do not attend a lesson if they are unwell or are having any symptoms associated with coronavirus (COVID-19) such as fever, a new and sustained cough, and loss of sense of taste or smell. • If indoors staff will use a room with as much space as possible. They will be briefed on the importance of good ventilation. (School Hall used) • Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible). • AVPA will continue to work with after school clubs and organisations for curricular and extra-curricular activities. • Activities such as making break times and lessons active and encouraging active travel help to enable pupils to be physically active will be encouraged. (This will include October 2021 and May 2022) <i>Walk to School Week</i>) • AVPA Behaviour Policy has been updated with new rules, communicated through Teams to staff, pupils, and parents following surveys in November 2021(Focus Children surveys) where reflections from all groupings have helped shape the policy. 			

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		<ul style="list-style-type: none"> • Leaders will work with staff, pupils, and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs. • Orderly, enabling, and calm environments in which all pupils can achieve and thrive will be an expectation at AVPA. • If a previously looked-after child is at risk of exclusion, the designated teacher will speak with the child's parent or guardian and seek advice from their virtual school head. • Any disciplinary exclusion/ suspension of a pupil from a school, even for short periods of time, will follow the statutory procedure. This includes sending a pupil home for poor behaviour, whether remote education is provided. This will be a last resort. 			
1.9 Assessment and Accountability					
Statutory assessments are not undertaken and therefore school becomes non-compliant as a result	L	<ul style="list-style-type: none"> • Ofsted will return to a full programme of routine inspections from September 2021 onwards though there will be a suspension on Ofsted inspections on the week of 13.12.2021 whilst schools ensure that their Learning Plans and Winter Contingency Plan is crafted. • The Standards and Testing Agency will update its guidance as soon as possible and AVPA will continue to follow updates. • Internal assessment will continue following the Trust Assessment approach. (January 2022) 	Yes	<ul style="list-style-type: none"> • Trust wide moderation will continue to be undertaken across the year. • Reception Baselines (September 2021 within 6 weeks) • TA will continue as per requirements • FFT Training will be undertaken for Governors/SLT and staff. 	L
1.10 Remote Education Expectations					
If there is an additional lockdown or children are required to learn	H	<ul style="list-style-type: none"> • Where a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, AVPA will have the capacity to offer immediate remote education. 	Yes	<ul style="list-style-type: none"> • Remote Learning Plan in place. • Letters to parents with guidance including a 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
from home after September 2021		<ul style="list-style-type: none"> • The Remote Learning Leader (NH) will secure how to continue to improve the quality of the existing curriculum, for example through technology, and a Remote Learning Plan in place for remote education provision. This planning will meet the logistical challenges of remote provision where greatest, for example where large numbers of pupils are required to remain at home. • A clear, curriculum-based sequence allows access to high-quality online and offline resources and teaching videos linked to the school's curriculum expectations • Access will be given to high quality remote education resources. • Online tools will be consistently used across the school to allow interaction, assessment, and feedback. • Staff will provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • Staff will have clear insight into pupils who are younger or those with SEND who may not be able to access remote education without adult support and consider how schools will work with families to deliver a broad and ambitious curriculum • When teaching pupils remotely, staff, through the Remote Learning Plan will set assignments so that pupils have meaningful and ambitious work each day in several different subjects. • Teaching staff will 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 practiced in each subject. • Staff will provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos which will be filmed prior to distribution. • The Remote Learning Plan will identify AVPA expectations on how regularly teachers will check work. • Through the Remote Learning Plan teachers will 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 		<p>timetable of expectations in each year group.</p> <ul style="list-style-type: none"> • Teams and Teams used and set up pupil domains with support from the Trust IT Lead (RB). 	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1.11 Catch-up Support					
There may not be effective interventions in place to reduce gaps in pupil's learning	H	<ul style="list-style-type: none"> An Early Reading intervention Keep Up phonics support programme has been in place since October 2021. Pupil progress Studies are undertaken fortnightly to identify key focus children/ raising concern. For pupils with complex needs AVPA will spend this funding on catch-up support to address their individual needs. 	Yes		L
1.12 Educational Visits					
Concerns about educational visits in relation to Covid risks	M	<ul style="list-style-type: none"> Visits uploaded to EVOLVE in a timely manner and to include: <ul style="list-style-type: none"> ✓ Full and thorough risk assessments in relation to all educational visits ✓ Any public health advice, such as hygiene and ventilation requirements 	Y	Staff to ensure they check up to date government guidance when completing risk assessments.	L
1.13 Special Educational Needs					
Pupils with SEND may be unable to access provision	M	<ul style="list-style-type: none"> AVPA SENDCo and SENDCo support will work collaboratively with all families, putting in place reasonable adjustments as necessary in class and within remote learning if required, so that pupils with SEND can successfully access all education alongside their peers. For AVPA pupils with SEND, their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place. School will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers. If they are self-isolating, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for 	Yes		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case-by-case basis, avoiding a one size fits all approach.			
1.14 Managing the School Lifecycle					
Limited progress with the school's Spring term calendar because of COVID-19 measures	M	<ul style="list-style-type: none"> School calendar for the Spring 2022 term reviewed to reflect guidance – now able to recommence whole school assemblies/ productions with audiences and as just one class in school this will continue. 	Yes	<ul style="list-style-type: none"> SLT to meet to review identify areas to address during Spring Term during SLT meetings. Weekly briefings for whole staff (Fridays) (Parents evenings, Sports, visits, and school trips, etc.) 	L
Pupils moving on to the next phase in their education do not feel prepared for the transition	M	<ul style="list-style-type: none"> A plan is in place for pastoral staff to follow up transition of vulnerable children from OPOJ to Year Reception. AIP priorities indicate the requirement to liaise with EHJA in transition and the progression of one curriculum. 	Yes	<ul style="list-style-type: none"> SLT to arrange staff visits to OPOJ when possible, during the Spring 2021 to ensure transition is smooth. Home visits were undertaken. 	L
1.15 Policy Review					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are not fit for purpose in the current circumstance	H	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance and COVID-19/ Omicron and its implications for the school. Staff, pupils, parents, and governors have been briefed accordingly. Regular communication with parents to keep them up to date. 	No	<ul style="list-style-type: none"> School revises policies on an ongoing basis and these are shared with staff and governors and parents via the website. 	M
1.16 Communication Strategy					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Key stakeholders are not fully informed about changes to policies and procedures due to new procedures for full opening resulting in risks to health	H	<ul style="list-style-type: none"> All parents including YR parents to be emailed changes to organisation in September 2021 Communications strategies for the following groups are in place: <ul style="list-style-type: none"> ➤ Staff – email, briefings ➤ Parents – via emails, bulletins, and text messages. ➤ Governors/Trustees – meetings and email ➤ Other partners 	Yes	<ul style="list-style-type: none"> Staff – email updates and Pre-opening meetings. Weekly staff briefings on return. Parent emails continue an ongoing basis (guidance and information posted on website) Governor’s update (email and scheduled meetings) Trust Board updates two weekly HT/ELT meetings fortnightly 	L
1.17 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	H	<ul style="list-style-type: none"> Staff notified of all changes prior to reopening. Training Days and staff meetings as normal from January 2022 Staff meetings and briefing update for: <ul style="list-style-type: none"> ➤ Infection control ➤ Fire safety and evacuation procedures ➤ Safeguarding ➤ Risk management ➤ SEND ➤ Curriculum training and update 	Yes	<ul style="list-style-type: none"> SLT to complete revised school organisation book Overview of weekly organisation on white board in staff meeting. All monitoring / CPD /PDMs scheduled and shared with staff. Induction will be detailed for each member of staff. 	L
New staff are not aware of all policies and procedures prior to starting at the school when it reopens	H	<ul style="list-style-type: none"> Induction programmes are in place for all new staff New staff supported by mentors. New staff to be made aware of changes to and updated risk assessment. The revised school organisation handbook is issued to all Midday supervisors inducted by NH- including RA for Covid-19, routines and new systems, and processes: January 2022 (in addition to this information being shared September and December 2021 by NH) 	Yes	<ul style="list-style-type: none"> Email risk assessment to new staff SLT to complete revised school organisation book to reflect updated guidance 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1.18 Risk Assessments Including Staff Who Are Pregnant					
New and expectant mothers at risk of catching COVID-19	M	<p>Risk assessments will be carried out for new and expectant mothers Guidance from NHS and midwife to be followed by new and expectant mother.</p> <p>NHS Pregnancy and Coronavirus (COVID-19) and guidance from The Royal College of Obstetricians & Gynaecologists advise the following (included in any risk assessments):</p> <ul style="list-style-type: none"> -Hand, cleaning, and respiratory stations located within the classroom environment. -Working area well ventilated throughout the school day. -New and Expectant mums have been advised to participate in the twice weekly home LFD testing programme. -New and Expectant mums are aware of the symptoms of COVID-19. -New and Expectant mums are supported by their midwife. • -New and expectant mum are given time during work hours to attend all medical appointments as required. • If AVPA is notified that an employee is pregnant, breastfeeding or has given birth within the last 6 months, the H and S Lead (JH) will check the workplace risk assessment to see if any new risks have arisen. If risks are identified during the pregnancy, in the first 6 months after birth or while the employee is still breastfeeding, AVPA leaders will take appropriate, sensible action to reduce, remove or control them. • A staff Wellbeing Risk assessment has been established. 	Y	<p>Staff to be advised to continue to make sensible decisions regarding their proximity to others both in class and when working with colleagues.</p> <ul style="list-style-type: none"> • New and Expectant Mum to raise concerns with her immediate manager in the first instance 	L
1.19 Covid Outbreak					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Covid-19 Outbreak	H	<ul style="list-style-type: none"> If the school identifies that it has had several positive (PCR) cases within a 14-day period, but has not been contacted by Track and Trace, the school will contact the dedicated DfE advice service on 0800 046 8687, who will escalate it to the local health protection team if necessary and may advise the school to implement its outbreak management plan and Contingency framework: education and childcare settings The Public Health Team are monitoring all positive cases reported in the County. Where an increase in cases occurs, Staffordshire Local Outbreak Team may be contacted to offer support to school. Email: C19LOC.education@staffordshire.gov.uk Tel: 01785 854004 <p>Our outbreak management plan outlines what measures will be in place if we have to instigate the plan, including attendance, bubbles and safeguarding.</p>	Y	<ul style="list-style-type: none"> The school may be contacted, by the local health protection team in response to a local outbreak. Where an outbreak is identified It may be necessary to reintroduce face coverings for staff when in classrooms and moving around the school site. Where an outbreak is identified it may be necessary to reintroduce 'bubbles' and restrict movement around the building but this will be reviewed according to guidance. 	M
2. Hygiene and Cleaning Arrangements					
2.1 Cleaning					
Cleaning capacity	H	<ul style="list-style-type: none"> Desks, tables, surfaces clear at the end of each day to allow for cleaning of surfaces. A regular cleaning schedule is maintained. This includes daily cleaning (using standard detergent and disinfectant products) of all areas, with a particular focus on frequently touched surfaces. Classrooms have necessary cleaning products The cleaner (PM) will ensure that fans are kept on continuously in toilets The cleaning processes will adhere to key guidance, including the appropriate use of cleaning fluids. 	Yes	LS has a clear cleaning rota.	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
2.2 Managing the virus- testing and managing symptoms					
Managing the Covid-19 virus leads to increased rates.	H	<ul style="list-style-type: none"> Following expert clinical advice and the rollout of the COVID-19 vaccine programme, people previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk are not being advised to shield again. Children and young people previously considered CEV should attend their setting and should follow the same COVID-19 guidance as the rest of the population. In some circumstances, a child or young person may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice. The government strongly encourages all those involved in education to continue regular LFD testing and report their results, and to encourage pupils and students in year 7 and above to test and report their results. Settings are strongly encouraged to ask parents, guardians, and other visitors to take a lateral flow device (LFD) test before entering the setting. All individuals who have been identified as a close contact of a suspected or confirmed case of the Omicron variant of COVID-19, irrespective of vaccination status and age, will continue to be required to self-isolate and asked to book a PCR test. The Government plans to introduce Daily Contact Testing as soon as possible as an alternative to self-isolation for contacts of positive Omicron cases who are fully vaccinated or under the age of 18 years and 6 months. 	Yes		L
Pupils forget to wash their hands regularly and frequently	H	<ul style="list-style-type: none"> Staff need to remind pupils of the need to wash their hands regularly and frequently. Talk to pupils about only taking one hand towel to dry hands Routines reinforce the need to wash hands regularly and frequently. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Yes	<ul style="list-style-type: none"> Monitor compliance and consistent implementation. 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
2.3 Ventilation					
Lack of ventilation increases the spread of covid-19	M	<ul style="list-style-type: none"> • Due to the importance of fresh air in limiting the spread of COVID-19, the Government will set out in guidance the practical steps everyone can take to maximise fresh air in order to reduce the risk of airborne transmission, considering the colder months when more activities take place indoors. • The Government will support improved ventilation in key settings by: <ul style="list-style-type: none"> • a. Providing further advice and support to businesses to help them check their ventilation levels and introduce Carbon Dioxide (CO2) monitoring where appropriate. • b. Conducting further scientific research to assess ventilation levels in a range of business settings. • c. Investing £25 million in c.300,000 CO2 monitors for schools. • d. Improving the management of ventilation across the public sector estate alongside bespoke guidance to maximise the effectiveness of existing mechanical and natural ventilation. This has included deploying CO2 monitors in courts as well as targeted rollouts and trials of these monitors in other settings. • e. Continuing to support and promote pilots of how to limit transmission through ventilation or air purification, such as the trials of high-efficiency particulate absorbing filters and ultraviolet-C air cleaners in 30 Bradford schools. 	Yes	<ul style="list-style-type: none"> • Shared in staff briefings 	L
2.4 Catering and Free School Meals					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Catering may be unable to provide an appropriate service and does not follow suggested guidance	M	<ul style="list-style-type: none"> AVPA kitchens will be fully open during the Spring term, and normal legal requirements will apply regarding the provision of food to all pupils are entitled, including for those eligible for benefits-related free school meals or universal infant free school meals. School caterers and school staff are not required to keep distance from children even when serving lunches where possible. Chairs (especially underneath) and tables will be cleaned after eating School will also continue to provide free school meal support to pupils who are eligible for benefits related free school meals and who are not attending school because they are shielding/ have a positive test. No additional funding is accessed to support school to provide food parcels or meals to eligible children led by the catering lead (LS). 	Yes	<ul style="list-style-type: none"> LS Catering Lead will support Menus/ Food provision including FSM 	L
2.5 Estates					
The school site may not be maintained effectively or on an ongoing basis because of COVID-19 restrictions	H	<ul style="list-style-type: none"> All the usual pre-term building checks will be undertaken to make the school safe. All building maintenance will be undertaken prior to whole school opening. 	Yes	<ul style="list-style-type: none"> All new school documentation is filed 	L
2.6 Testing and managing symptoms in school					
Testing is not used effectively to help manage staffing levels and support staff wellbeing	H	<p>Children, staff, and other adults should follow public health advice on when to self-isolate and what to do. They should not come into the setting if they have symptoms of coronavirus (COVID-19) or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).</p> <ul style="list-style-type: none"> Pupils who experience COVID-19 symptoms in school are to be collected from school as soon as possible and they should follow public health advice. For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household. 	Yes	<p>Engage with the NHS Test and Trace process</p> <p>All school staff and pupils can access The NHS Test and Trace testing system, used to test symptomatic people (using a 'polymerase chain reaction (PCR) test').</p>	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> • If a pupil needs direct personal care until they can return home, staff wear gloves, an apron, and a face mask. Eye protection should also be worn if deemed risk from coughing/spitting/ vomiting. Any rooms they use should be cleaned after they have left. • Anyone who comes into close contact with someone with COVID symptoms must wash their hands. They do not need to isolate or get a test unless they develop symptoms themselves. (Staff will not be required to self-isolate if you are a contact of someone who has tested positive for COVID-19 or Omicron). • The individual should follow PHE's stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection. • Daily testing for close contacts of COVID-19: People who are fully vaccinated, or children and young people aged between 5 and 18 years and 6 months, identified as a close contact of someone with COVID-19, should take an LFD test every day for seven days and continue to attend their setting as normal, unless they have a positive test result or develop symptoms at any time. • Children under 5 are not being advised to take part in daily testing of close contacts. If a child under 5 is a contact of a confirmed case, they are not required to self-isolate and should not start daily testing. If they live in the same household as someone with COVID-19 they should limit their contact with anyone who is at high risk of severe illness if infected with COVID-19, and arrange to take a PCR test as soon as possible. They can continue to attend an education or child care setting while waiting for the PCR result. If the test is positive, they should follow the stay at home: guidance for households with possible or confirmed COVID-19 infection. <p>Testing remains important in reducing the risk of transmission of infection within settings. That is why, while some measures are relaxed, others will remain, and if necessary, in response to the latest epidemiological data, we all need to be prepared to step measures up or down in future depending on local circumstances.</p>			

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<p>Confirmatory polymerase chain reaction (PCR) tests:</p> <p>Staff and children with a positive rapid lateral flow test result should self-isolate in line with COVID-19: guidance for households with possible coronavirus infection. Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19)infection-GOV.UK (www.gov.uk) They will also need to get a free PCR test to check if they have COVID-19.</p> <p>While awaiting the PCR result, the individual should continue to self-isolate.</p> <p>The self-isolation advice for people with coronavirus (COVID-19) has changed. It is now possible to end self-isolation after 7 days, following 2 negative LFD tests taken 24 hours apart. The first LFD test should not be taken before the sixth day.</p> <p>If the PCR test is taken within 2 days of the positive rapid lateral flow test, and is negative, it overrides the rapid lateral flow test and they can return to the setting, as long as the individual does not have COVID-19 symptoms.</p> <p>Test and Trace Support Payments</p> <p>Some staff, parents and carers may be eligible for a one-off Test and Trace Support Payment of £500 if they have been told to self-isolate by their education setting. This is payable in one lump sum from the local authority.</p> <p>Further information is available on claiming financial support under the Test and Trace Support Payment scheme.</p> <p>Other considerations</p> <p>Further information is available and will be referred to in supporting pupils with medical conditions at school where appropriate.</p> <p>Leaders should ensure that key contractors are aware of the setting’s control measures and ways of working.</p>			

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<p>Admitting children back to the setting</p> <p>In most cases, parents and carers will agree that a child with symptoms should not attend the setting, given the potential risk to others. If a parent or carer insists on a child attending the setting, the HT can take the decision to refuse the child if, in their reasonable judgement, it is necessary to protect other children and staff from possible infection with COVID-19. The decision would need to be carefully considered in light of all the circumstances and current public health advice.</p>			
2.7 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk	H	<ul style="list-style-type: none"> The school has a programme of First Aid training for staff First Aid training is updated on an ongoing basis. A programme for training additional staff is in place if necessary. There is a DSL and DDSLs in school 	Yes	<ul style="list-style-type: none"> Ongoing Trust Matrix with training requirements (KG) Level 1 Safeguarding Awareness Training. 	L
2.8 Isolation room					
<p>Rooms are not adequately equipped or configured to maintain infection control</p> <p>Support/ Admin staff concerns about whether they should work from home disrupts the workforce.</p>	H	<ul style="list-style-type: none"> If a child is awaiting collection, they will be moved, if possible, to the medical room where they can be supported as normal, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window will be opened for ventilation. The room will be cleaned following use. <p>Office workers who can work from home should do so from Monday 13 December. Anyone who cannot work from home should continue to go into work. The DfE states that leaders are best placed to determine the workforce required to meet the needs of their pupils. You should consider whether it is possible for specific staff to undertake certain roles to work from home, while minimising disruption to face-to-face education and care.</p>	Yes	Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example, those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
				education.	
2.9 Communication with Parents					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	H	<ul style="list-style-type: none"> As part of the overall communications strategy referenced in 1.16, parents are kept up to date with information, guidance and the school's expectations on a regular basis using a range of communication tools. A COVID-19 section on the school website is created and updated. 	Yes		L
Parents and carers may not fully understand their responsibilities if a child show symptom of COVID-19	H	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a regular basis via the newsletter, email, text, and the school's website and through this Risk Assessment. 	Yes		L
2.10 Personal Protective Equipment (PPE) and Local Immunisation					
Provision of PPE for staff where required is not in line with government guidelines	L	<p>Update to guidance on face coverings January 2022: Teachers are not ordinarily expected to wear a face covering in the classroom if they are at the front of the class, to support education delivery, however, we are also sensitive to the needs of individual teachers.</p> <ul style="list-style-type: none"> In primary schools, the Government recommend that face coverings should be worn by staff and adults (including visitors) when moving around in corridors and communal areas. Face coverings do not need to be worn outside. Safe wearing and removal of face coverings: When wearing a face covering, staff and visitors should: <ul style="list-style-type: none"> wash their hands thoroughly with soap and water for 20 seconds or use hand sanitizer before putting a face covering on 	Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> • avoid touching the part of the face covering in contact with the mouth and nose, as it could be contaminated with the virus • change the face covering if it becomes damp or if they've touched the part of the face covering in contact with the mouth and nose • avoid taking it off and putting it back on a lot in quick succession to minimize potential contamination • When removing a face covering, staff and visitors should: <ul style="list-style-type: none"> • wash their hands thoroughly with soap and water for 20 seconds or use hand sanitizer before removing • only handle the straps, ties, or clips • not give it to someone else to use • if single use, dispose of it carefully in a household waste bin and do not recycle • once removed, store reusable face coverings in a plastic bag until there is an opportunity to wash them and if reusable, wash it in line with manufacturer's instructions at the highest temperature appropriate for the fabric • wash their hands thoroughly with soap and water for 20 seconds or use hand sanitizer once removed. <p>Health advice continues to be that children in primary schools should not be asked to wear face coverings</p> <ul style="list-style-type: none"> • Face coverings should be worn in enclosed and crowded spaces where staff may come into contact with people they don't normally meet. This includes public transport. Parents will be asked to wear masks when attending school events as appropriate. • If schools have an outbreak in the setting, a director of public health might advise school that face coverings should temporarily be worn in communal areas by staff and visitors (unless exempt). Leaders will make sure the outbreak management plan covers this possibility. In these circumstances, transparent face coverings, which may assist 			

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Transparent face coverings may be effective in reducing the spread of COVID-19			
3. Maximising Social Distancing Measures					
3.1 Pupil Behaviour					
Pupils' behaviour on return to school does not comply with school policy	H	<ul style="list-style-type: none"> The school's behaviour policy has been revised and this has been communicated to staff, pupils, and parents. 	Y		L
3.2 Classrooms and Teaching Spaces					
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures whilst enabling the delivery of the curriculum	H	<ul style="list-style-type: none"> Desks are set up in tables as normal. Where staff need to work with individual children or small groups of children from more than one class this will revert to normal procedures. Each pupil will continue to work with their own set of resources in an individual tray or pencil case on their desk space, to continue to limit movement around the class. Classroom-based resources, such as books and games, can be used and shared within the class as normal; these will be cleaned regularly, along with all frequently touched surfaces as normal 	Yes		L
3.3 Break Times, Assemblies and Outdoor Play Equipment					
Social distancing measures	H	<ul style="list-style-type: none"> Social distancing measures and the need for bubbles have been removed. Assemblies and normal lunchtime and playtime arrangements can resume (i.e., year groups can mix) The school day and timings will return to normal, and parents have been advised of this All occupied areas within the school will be ventilated throughout the school day 	Yes		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> • Good hand and respiratory hygiene demonstrated when moving about the building • Resources and play equipment can be used inside and outside. 			
3.4 Arrival and Departure from School					
Parents unaware of changes to arrival and departure rules	H	<ul style="list-style-type: none"> • School will operate for normal hours and breakfast club and after school provision. • Start and departure times will return to normal without the required adjustments Parents have received this information in September 2021 and in Meet and Greet sessions. • Staff greet learners at the point of entry to school. • Parents and staff are not now expected to wear face masks. • Pupils who are late being collected stay with their adult until collection. • Social distancing guidelines are no longer reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. 	Yes	<ul style="list-style-type: none"> • Staff on duty at beginning and end of day. • Parents notified of arrangements. 	L
3.5 Transport					
The use of public and school transport by pupils poses risks in terms of social distancing or on school trips	N/A	<ul style="list-style-type: none"> • Separate guidance is available from the DfE for pupils and parents on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings if pupils are travelling with children other than from their own class 			
4. Continuing Enhanced Protection for Children and Staff with Underlying Health Conditions					
4.1 Pupils with Wellbeing and Support Issues					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Pupils with underlying wellbeing issues are not able to access school	H	Some AVPA children may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress, or low mood. Leaders will provide more focused support for children's individual issues, drawing on external support where necessary and possible. To support this, leaders, where required, will access the free resource MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd has also developed coronavirus staff resilience tips with advice and tips for frontline staff.	Yes	<ul style="list-style-type: none"> Parents kept up to date with their actions Staff to raise concerns with the SLT as and when they arise. Aware of vulnerable children Where need identified refer staff to Occupational Health. Remind Staff members of the support available from Education Support (provides a free helpline for school staff and targeted support for mental health and wellbeing) and Staffordshire Mental Health and Well-being service Staff to raise concerns about children with the Delegated Safeguarding Lead in the first instance if they have any concerns about a child. 	L
5. Enhancing Mental Health Support for Pupils and Staff					
5.1 Mental Health Concerns – Pupils					
Pupils' mental health has been adversely affected during the	H	<ul style="list-style-type: none"> Curriculum planned and implemented to support children's wellbeing and mental health ongoing in Spring 2022. 	Yes	<ul style="list-style-type: none"> DSL and DDSL in regular contact with children and families where required 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<p>period that the school has been closed and by the COVID-19 crisis in general</p>		<ul style="list-style-type: none"> • There are sufficient numbers of trained staff available to support pupils with mental health issues. • There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. • Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies (stories/toy characters are used for younger pupils to help talk about feelings). • Safeguarding Policy reviewed ready for September 2021 with the Safeguarding Forum. • Wellbeing continues to be part of the curriculum for all pupils and is included in the new PSHE scheme • Social and emotional support for pupils to continue (HOPE, Nurture) • The school is following Government guidance • Resources/websites to support the mental health of pupils are provided. • Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress, or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. AVPA will support children to contextualise these feelings as normal responses to an abnormal situation. AVPA staff will remain mindful that some children may need support. • Social interaction with peers, carers, and teachers, which benefits wellbeing. • AVPA provision will support pastoral and extra-curricular activities to all pupils designed to: <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 - provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible 		<ul style="list-style-type: none"> • Staff to raise concerns about children with the Delegated Safeguarding Lead in the first instance if they have any concerns. 	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<p>-Where there is a concern, a child is in need or suffering or likely to suffer from harm, AVPA (led by the designated safeguarding lead or deputy) will follow their Child Protection and Safeguarding Policy and part 1 of the statutory safeguarding guidance keeping children safe in education continuing with any referral to statutory services (and the police) as appropriate.</p> <ul style="list-style-type: none"> • AVPA will continue to work with school nursing services to support the health and wellbeing of their pupils offering: <ul style="list-style-type: none"> -support for resilience, mental health and wellbeing including anxiety, bereavement, and sleep issues -support for pupils with additional and complex health needs -supporting vulnerable children and keeping children safe -delivering the healthy child programme (which includes immunisation), identifying health and wellbeing needs. 			
5.2 Mental Health Concerns – Staff					
<p>The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</p>	H	<ul style="list-style-type: none"> • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources. <p>Supporting staff</p> <ul style="list-style-type: none"> • Governing boards and school leaders will have regard to staff (including the Headteacher) work-life balance and wellbeing. AVPA will ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. • The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing, and this will be signposted to staff. • If AVPA needs to alter the way in which they deploy their staff, and use existing staff more flexibly, senior leaders will discuss and agree any changes to staff roles with individuals. 	Yes	<ul style="list-style-type: none"> • The Trust Wellbeing Lead continues to confidentially support staff with anxiety/ wellbeing issues. • Staff to raise concerns with the SLT as and when they arise. • Where need identified refer staff to Occupational Health. • Remind Staff members of the support available from Education Support (Provides a free helpline for school staff and targeted support for mental health and wellbeing) and Staffordshire Mental 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> The SLT will review existing practices in this respect and schools drawing on the DfE's workload reduction toolkit. 		Health and Well-being service	
Working from home can adversely affect mental health	H	<ul style="list-style-type: none"> Staff working from home due to self-isolation have regular catchups with line managers. Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. Appropriate work plans have been agreed with support provided where necessary. Staff working from home may help provide remote learning for any pupils who need to stay at home. 	Yes	<ul style="list-style-type: none"> Designated SLT members will continue to contact staff on an agreed basis. 	L
5.3 Bereavement Support					
Pupils and staff are grieving because of loss of friends or family	H	<ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support. Support is requested from other organisations when necessary. A Staff Wellbeing RA has been produced. 	Yes	<ul style="list-style-type: none"> MD and SL (Trust Wellbeing Lead for Children) will agree an action plan to support families and children who have lost loved ones. 	L
5.4 Staff Taking Leave and other Support (Volunteers)					
Capacity of school to deliver education may be compromised by staff taking leave or through volunteers not supporting measures in place to keep all safe	H	<ul style="list-style-type: none"> Staff will not be expected to take leave during term time unless an exceptional case arises. As would usually be the case, staff will need to be available to work in school during term time. School Leaders will discuss leave arrangements with staff to inform workforce planning. Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders at AVPA will consider if it is possible to temporarily amend working arrangements to enable them to work from home. Volunteers may be used to support the work of the school where necessary. They will be properly supported and given appropriate roles 	Yes		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		and all checking and risk assessment process as set out in the volunteer section keeping children safe in education will continue to be followed. On return of volunteers: Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.			
6. Operational Issues					
6.1 Review of Fire Procedures					
Fire procedures are not appropriate to cover new arrangements	H	<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required • Incident controller and fire marshals have been trained and briefed appropriately. • School will check: All fire doors are operational at all times School fire alarm system and emergency lights have been tested and are fully operational Carry out emergency drills as normal (following social distancing if appropriate i.e., in the event of an outbreak -Adjustments to AVPA fire drill will allow for social distancing as appropriate in these circumstances). Learners receive drills x 2 termly. A full Fire Risk assessment was face to face in September 2021. 	Yes	<ul style="list-style-type: none"> • HT reviewed Evacuation and Fire Escape policy. • New Assembly point to be identified • Meeting for Fire Risk assessment scheduled and undertaken. RA in place September 2021 • Training for Fire Sledges 	L
Fire evacuation drills - unable to apply social distancing effectively	H	<ul style="list-style-type: none"> • Plans for fire evacuation drills are in place and having reflected on the evacuation procedures will continue into the academic year 2021-2022 	Yes	<ul style="list-style-type: none"> • Ongoing basis. There will be one rehearsed and then one unrehearsed fire drill • A Fire Risk Audit took place in September 2021 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
7. Finance					
7.1 Costs of the school's Response to COVID-19					
The costs of additional measures and enhanced services to address COVID-19	M	<ul style="list-style-type: none"> Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review on an ongoing basis. 	Yes	<ul style="list-style-type: none"> Additional hours for cleaners/ other staff as necessary PPE and cleaning materials Cost for additional furniture for classrooms Scheduled monthly financial updates continue with Trust leaders and the SLT PPG Funding 	L
8. Governance					
8.1 Oversight of the Governing Body					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	M	<ul style="list-style-type: none"> Group meetings and online meetings are held regularly with governors and will be during Spring 2022. The LGB is involved in key decisions on reopening. A programme of meetings is established and aligned to Trust expectations Governors are briefed regularly on the latest government guidance and its implications for the school. 	Yes	<ul style="list-style-type: none"> Risk assessment to be sent to Governors Governors to attend Safeguarding training 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Governors not fully involved in making key decisions		<ul style="list-style-type: none"> • The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. • The HT's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. • Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. • Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. 			
9. Additional Site-Specific Issues and Risks					
9.1 Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
Lateral Flow Tests expected twice weekly by all staff					