



Llangrove CE Academy RAG Rating Risk Assessment

Red = High Risk Yellow = Medium Risk Green = Low Risk

Challenge	Possible Solutions	Notes
Social Distancing Practicalities		
Journey to and from school could flout social distancing rules because pupils and parents may travel to school in groups	<ul style="list-style-type: none"> Educate/inform parents and pupils about the need to recognise social distancing rules during their journey to and from school (we can only partially control this) 	<ul style="list-style-type: none"> Letter to parents prior to return
Public transport could get cramped and overcrowded	<ul style="list-style-type: none"> Encourage pupils and parents to avoid public transport to and from school if it can be avoided (walk or use car if this is an option) Children using LA school transport as they are unable to attend by car or walking to follow guidance provided by LA. Children to be seated with siblings & seated apart as much as possible in mini-buses – all children to face forward 	<ul style="list-style-type: none"> Letter to parents prior to return. Letter from LA regarding school transport emailed to parents of children who travel on the school mini-bus.
Start of the day procedures	<ul style="list-style-type: none"> Staggered start times. Pupils to come straight into school through a range of pre-determined entrances that are manned and controlled by staff. School main gate to be manned and children directed to go straight to classroom. Parents enter on to playground via main gate and leave via other gate exit (single flow) on site. Parents/adults to maintain distancing from other parents/adults when dropping off 	<ul style="list-style-type: none"> Letter to parents prior to return Stagger start times Numerous entrances: Acorn Class fire exit Beech Class fire exit Oak Class fire exit Llangrove Leapfrogs parents & children to use side gate
Parents congregating at the gate/on the playground	<ul style="list-style-type: none"> Share with parents the importance of not congregating at the gate/on the playground and the reasons for this – we have limited control over this, but can educate parents and reinforce the government's message. 	<ul style="list-style-type: none"> Parents use main gate. drop off point car parking spaces outside main gate or village hall. Stagger start & end times



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<p>Cloakrooms are cramped and crowded</p>	<ul style="list-style-type: none"> • Close cloakrooms and pupils to use the back of their chair/bags and lunch boxes to store coats and belongings • Children to limit items brought into school (coat, lunch box, reading wallets) 	<ul style="list-style-type: none"> • Limit belongings but will still limit space in classrooms.
<p>Close proximity in collective worship</p>	<p>cessation of daily collective worship for the foreseeable future</p>	<ul style="list-style-type: none"> • Prayers said at lunchtime and near the end of the school day in classroom • Use GoogleClassroom meet (in the 3 classrooms) for whole school virtual collective worship for Friday's celebration assembly
<p>Separation of pupils in classrooms</p>	<ul style="list-style-type: none"> • Class tables in Oak & Beech classed arrange to ensure children are forward facing. • Pupils reminded of keeping distance and staying in their places • Pupils are kept in their learning class. • Pupil numbers & Room size in Beech & Oak class doesn't allow for Children to be sat at individual tables or for tables to be separated. • Children remain in their seat location for all lessons and everyday (not moved or rearranged for grouped work or different lessons) –each class has seating plan • Social distancing in Rec and Y1 (Acorn Class) is not possible at all times due to the nature of learning & age of pupils • Children wash hands more often than usual – washing hands thoroughly for 20 seconds with running water & soap (using class sink or portable 'kiddisynks' situated outside by each classroom entrance/exit (washing times include on entry in the morning; before break/snack time; after break; before and after eating lunch. • Pupils handwashing supervised & individuals given assistance in washing hads effectively if required. 	<ul style="list-style-type: none"> • Class tables in Oak & Beech classed arrange to ensure children are forward facing. • Use of Forest Schools, playground and field gazebo (weather dependent) • Removal of unrequired tables and furniture to ensure maximum classroom space • Children have own regularly used separate resources e.g. whiteboards, pens, pencils • Classroom based resources cleaned &/or left unused (rota) for 72 hours • Tables, chairs, door handles, taps and resources cleaned regularly throughout the day (each class have own



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		<ul style="list-style-type: none"> • cleaning kit) • Children reminded of catch it, Bin It, Kill It (tissue &/or elbow) & discouraged from touching their mouths, eyes and noses • Hand sanitiser available in all classroom and areas for staff and pupils • No teacher-led after school Clubs to ensure bubbles not crossed • Classroom and all areas of school 'fogged'
Lining-up	<ul style="list-style-type: none"> • Educate pupils about social distancing when lining-up but we will limit the need for lining-up. If it is necessary then children will be distanced and reminded to face forward • If lining up outside children stand in their year groups and are spaced 	<ul style="list-style-type: none"> • Dependent on pupil numbers • Limit lining up
Keeping pupils separate at lunchtime	<ul style="list-style-type: none"> • Staggered lunchtimes for acorn class then Beech & oak • Acorn children to eat lunch in hall (ventilated)– at tables with labelled seating • Beech & Oak class pupils to eat at their desk in the classroom. • Pupils who have school lunches (universal or FSM) to be given lunch by member of staff and/or lunchtime supervisor allocated to each class • Lunchtime play in allocated areas, with allocated lunchtime supervisor • If wet play children to remain in their class seating locations and not 'play' with children from other tables 	<ul style="list-style-type: none"> • Dependent on pupil numbers • Reduced lunchtime • Eat in classrooms / outside (weather dependent) • Tables cleaned after lunch
Keeping pupils separate at playtimes	<ul style="list-style-type: none"> • Staggered playtime for different learning groups. • Some aspects of playtime to become more of an 'exercise period' in order to enforce social distancing (eg Daily Mile, etc) but ensure that 	<ul style="list-style-type: none"> • Spacing dependent on pupil numbers • Social distancing challenging



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	<p>supervised social time is available on the playground, whilst at the same time respecting social distancing.</p>	<p>if children are playing.</p> <ul style="list-style-type: none"> • Each class have specific play area • Acorn class = playground • Beech = side grass area plus Tarzan trail • Oak Class = school field • Each class has play equipment allocated to their class
<p>Toilets becoming crowded</p>	<ul style="list-style-type: none"> • Pupils limited to one in, one out • Cubicles assigned to classes (Acorn, Beech & Oak) plus year 6 girls. Year 6 boys use toilet by office. • Cubicles clearly signed 	<ul style="list-style-type: none"> • Toilet cubicles assigned to class and clearly labelled • Staff monitor children going to toilet during lessons & break times to ensure only one child from the class allowed at a time. • Toilets cleaned regularly throughout the day plus school rooms including toilets fogged
<p>Staff flouting social distancing rules</p>	<ul style="list-style-type: none"> • Staff to collect drink from staffroom and take breaks in their classroom or outside during break. • Staff discussions to respect the 2- metre rule • If face-to-face staff meetings required – staff to be socially distanced and in ventilated room • Utilise technology as much as possible to keep lines of communication open & staff up-to-date • Staff to not share items e.g pens, staplers etc across the classes/bubbles. If unavoidable, workstations and equipment must be cleaned inbetween users 	<ul style="list-style-type: none"> • Rota for using staffroom, room fully ventilated, seating distanced. • Staff to ensure personal mugs are used & put into dishwasher after use.



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<p>End of day procedures</p>	<ul style="list-style-type: none"> • Staggered times for exit at the end of the day. • Children are supervised by staff as they leave classrooms via the exits (class fire-exits) • Parents to observe social distancing rules when waiting for their child on the playground and leave the school grounds in a timely and orderly manner (one-way system) 	<ul style="list-style-type: none"> • Letter to parents before return. As at the start of the day; • Stagger times and use all exits. • No parent allowed on site.
<p>It will be difficult to manage social distancing if pupils are attending events off-site</p>	<ul style="list-style-type: none"> • Cancel swimming sessions, school trips and local visits 	<ul style="list-style-type: none"> • No group, class or whole school off-site trips etc activities that involve walking around village
<p>It will be difficult to manage social distancing if parents/carers are in school</p>	<ul style="list-style-type: none"> • Cancel parents' evening and parent celebration collective worships/concerts 	<ul style="list-style-type: none"> • Parent consultations to take place in Autumn term 2 (via telephone or GoogleClassroom)
<p>Close proximity of staff and pupils</p>	<ul style="list-style-type: none"> • Try to maintain the required physical distance when speaking to pupils in the classroom wherever possible – staff to observe the same rules as pupils when lining up and leading the class to another area of the school • Try to limit teacher circulation around the classroom • Guide/direct pupils to apply their own first aid if possible but PPE should be worn if this is not possible. • First Aider staff to administer first aid, if required, to children within their bubble. • PPE to be worn by staff if intimate care is required. • Where staff are required to move between classes and year groups, distancing from pupils should be achieved as much as possible 	<ul style="list-style-type: none"> • This is not possible with Reception/Y1 so communicate this to parents before return
<p>On a daily basis there</p>	<ul style="list-style-type: none"> • Limit all but essential visitors to school and do not allow any 	<ul style="list-style-type: none"> • Parents dropping off and



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<p>are many visitors to school (parents, contractors, educational professionals, medical professionals etc</p>	<p>visitors into school if they are displaying COVID symptoms</p> <ul style="list-style-type: none">• Glass screen at reception kept closed and any post/parcels are left outside school building or in porch (if wet) ensuring delivery persons do not enter into school building.• Hand sanitiser available & PPE for visitors• Professional Visitors entering building to wear PPE	<p>collecting children at school gate/playground and do not enter school building</p> <ul style="list-style-type: none">• Record of visitors kept by business manager at Reception• PPE available
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Quality of Education		
How do we compensate for the gaps in pupils' knowledge and skills that have developed following their extended absence from school	<ul style="list-style-type: none">• Relevant leaders and teachers to identify key component knowledge and skills that they feel are essential within individual year groups and subjects areas (ie the non- negotiables) and prioritise these• On the return of all pupils, baseline pupils on re-entry in an efficient, timely manner, so as not to further delay teaching and learning - take into account the online learning that pupils may have engaged in during the school closure.	
Starting points for September may be unclear as end-of-year assessments may not be carried out if pupils do not return before the summer break	If pupils return to school before the summer break this will not be an issue, as teachers can assess pupils at the end of the year – if this is not the case, the need for transition meetings between staff will be vital and the sharing of pieces of work/most recent assessments will be essential	
End of year reports will contain limited information if pupils do not return before the	Teachers have produced reports for all pupils with the information they currently have – school leaders to provide a cover letter that goes out with the school report explaining that due to the extenuating circumstances, the report is limited and contains information that was accurate up to the point that the school closed on March 20 th .	



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summer break		
Preparations for the changes to SRE that come into effect in September 2020	We will be trying to use possible availability of staff during the phased return to school to look at this. If not possible, the introduction of the new SRE requirements may need to be delayed and put on the school's improvement plan	

Safeguarding		
School staff are not aware of safeguarding incidents that occurred during the school closure	DSLs to contact social workers/keyworkers of pupils with CP Plans, CIN Plans and Early Help Plans to check if there have been any developments during lockdown to ensure that school/college information is up-to-date – safeguarding leads at LAs to send DSLs information in relation to new referrals as a matter of urgency	SD to liaise with Jan
Pupils may have suffered forms of abuse during lockdown and they have not had the opportunity to disclose these to anyone	Ensure that there are opportunities for whole class PSHE lessons/circle times/discussions, groups activities and one-to-one discussions Make pupils aware that if they have any worries or concerns then they can speak to an adult is the usual way.	
Specifics to be aware of: CSE, county lines, contextual issues, impact of domestic violence, strains on families that could lead to an increase in levels of abuse, neglect due to financial constraints		
Pupils with SEND (inc medical needs)		
Pupils with under-lying health conditions are at a higher level of risk	Extra vigilance in relation to social distancing for pupils with asthma and other related conditions (safety measures may vary from pupil to pupil)	Asthma pupils are known but can't be expected to distance further Each learning group has member of staff with First Aid
Staff with under-lying health conditions and/or	Seek medical guidance – current guidance is that shielded staff to remain at home and staff who have member of household who is	Shielded staff identified



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pregnant staff are at a higher level of risk	shielded to stay at home. Establish whether this applies to identified staff members.	
Some pupils with SEND: - may have no awareness of space - may spit, scratch or bite - may require intimate care, inc. on-site nursing (hence social distancing cannot be implemented)	Pupil/s reminded of keeping distance and are kept in their learning groups. School behaviour policy and procedures in place.	<ul style="list-style-type: none"> • SEND policy & support • Individual EHCPs • SD (Head of School) • ZB (SEND Co-ordinator) • JM (Safeguarding & pastoral lead)
Sudden announcement of a return to school for Autistic Spectrum Conditions pupils will cause anxiety	No pupils fit this criteria	<ul style="list-style-type: none"> • SEND policy & support • SD (Head of School) • ZB (SEND Co-ordinator) • JM (Safeguarding & pastoral lead)
Alternative provision is not available in the short term for pupils with Social Emotional Mental Health difficulties	No pupils fit this criteria	<ul style="list-style-type: none"> • SEND policy & support • SD (Head of School) • ZB (SEND Co-ordinator) • JM (Safeguarding & pastoral lead)
Work towards individual SEND targets has stopped and slipped back	Timely assessment of pupils linked to their specific targets on return to school – short, sharp interventions planned throughout the day and week to make up for lost learning and accelerate progress towards individual targets	<ul style="list-style-type: none"> • Teachers, SD (Head of School) and ZB (SEND Co-ordinator) • Use of online interventions (123 Maths, Nessy)
Medicines in school may become out-of-date	An appointed member of staff to check all medications and inform parents/necessary bodies if they need to be replaced	Lead First Aid – FM
Emotional and Behaviour Considerations		



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<p>Some pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)</p>	<p>Prior to opening parents to share any significant information about their child with the school (via e- mail/telephone). Provide in-school support the child- if required, access specialist support for the pupil, and if need be, their family</p>	<ul style="list-style-type: none"> • SD (Head of School) • JM (Safeguarding & pastoral lead)
<p>Pupils with social and emotional difficulties may struggle with managing their behaviour when returning to school and the routines of school life (particularly pupils who attend PRUs)</p>	<p>Ensure that these pupils are closely monitored and provided with the relevant support to help them to manage their emotions (ie prevention is better than cure) No pupils attends Pupil Referral Units</p>	<p>Difficult with social distancing.</p> <ul style="list-style-type: none"> • SD (Head of School) • ZB (SEND Co-ordinator) • JM (Safeguarding & pastoral lead)
<p>EY children may struggle with the return to routine and full-time education (almost like a second September start)</p>	<p>Liaise with parents prior to the start date so that parents can prepare the children.</p>	<p>Good communication with parents including use of Tapestry</p>
<p>Some pupils will not have had any social contact with anyone out of their immediate family (some may not even have had the use of social media) and hence seeing their friends may be emotionally overwhelming</p>	<p>Plan social 'catching up' time for pupils and their friends that try observe social distancing rules so that they are emotionally prepared to learn – social distancing will be an issue here</p>	<p>Communicate with parents to prepare children for not having physical contact with peers</p>
<p>Some parents may be reluctant to send their</p>	<p>Reassure parents of the social distancing strategies that are being followed in school and the social, emotional and academic benefits</p>	<p>Communication with parents.</p>



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children back to school because of the risk of infection and bringing the virus back into the family home	associated with their child being back in school. Communicate with and support relevant families to get their pupils back into school.	
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Hygiene/cleanliness		
Maintaining regular levels of hand washing/hygiene	Pupils to wash hands as they enter the building at the start of the day and exit the building at the end of the day. Regular hand washing opportunities (20 seconds) to be timetabled into daily routines – ensure there are adequate supplies of anti-bacterial hand gel and soap	Limit children in toilets on a rota. Class sinks have cold water. Toilets sinks have hot & cold water
When pupils sneeze or cough they will spread germs/bacteria, especially younger pupils/children	Remind pupils about the need to cough/sneeze into a tissue or their elbow – dispose of tissue in a bin and wash hands for 20 seconds	
Keeping the school clean to a higher level of cleanliness	Staff to carry out routine cleaning of surfaces, door handles etc during school day. Cleaners to act upon guidance normally linked to 'deep cleans' as part of their daily procedures (ie a focus on door handles, toilets, changing room, toys in the EY, etc) – pupils to clean iPads with anti-bacterial wipes after use. Learning groups to use specific numbered I-Pads (1-10 & 11-20)	GH & DB (cleaners) have a daily routine and are aware of the strict guidelines. School has been cleaned to a high level throughout closure/Learning Hub status Staff informed of routine cleaning procedures throughout day Cleaning instructions accessible for all staff in cleaning cupboard
What if there are a	Staff to carry out routine cleaning of surfaces, door handles etc during	



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shortage of cleaners due to self-isolation or illness?	school day and cover cleaning staff if one is absent and cannot carry out daily end of day clean.	
How can schools limit the 'surfaces' that are shared between home and schools?	All correspondence out of school to be uploaded to the website and emailed home. If appropriate, correspondence made on Tapestry or Seesaw. Any correspondence into school via a phone call or e mail – all monetary transactions to be done via bank transfer whenever possible.	Emails using ScholarPack/ phone calls/Tapestry Seesaw only
Possible COVID-19 cases		
Pupil begins to show symptoms when in school (cough and/or temperature developing)	Pupil isolated and sent home as soon as possible - parents of pupils in Learning Group informed (similar system to what we do with headlice) so they can be extra vigilant with their monitoring. If pupil tests positive then learning group required to self-isolate for 7 days.	Informed via email/ phone
We do not have any PPE in school and we may require this if pupils develop symptoms and need assistance (particularly pupils with SEND)	PPE ordered 7 th May 2020. PPE is not required routinely in school for general purposes. However, it will be made available to staff and they can wear it if they choose to. Staff attending to pupil showing symptoms will need to wear it. Re-stocking could be issue if there is high usage.	SD (Head of School) & JD (Business manager) to monitor amount of PPE and purchase as required
Member of staff begins to show symptoms when in school (cough and/or temperature developing)	Member of staff isolated and sent home. Staff member to use the DfE website to arrange a test (may then be able to return to work if negative). Classroom where they have worked to be deep cleaned.	Foggo machine from LSA
Staffing shortages as a result of staff self- isolating	The introduction of testing for staff who have symptoms (cough and/or temperature) should ensure that only staff with COVID-19 symptoms are absent – unless shielded. Adequate staff for Learning groups at present but could be a problem if any more staff absent.	



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Transition		
Transition into EY	Phone calls between the school and the parent/carer – information pack (inc a range of photos of the school setting and key members of staff) posted to the home address/sent electronically – only required information from parent/carer to be posted to school/sent electronically	SD, HG & JD communicating with parents via email and post. Additional Tapestry accounts to be purchased to establish new pupils/parents to support HG's communication
Transition into Y1	EY pupils have been taught in mixed age class with same teacher so this will not be an issue.	
Transition into other year groups within the same school	Staff to produce letter/information leaflet that is sent to each child sharing information in relation to their new year group – set a summer break task(s) that can be celebrated and revisited in the autumn term	SD – transition from Y1 to Y2 (Acorn Class to Beech Class) EF - transition from Y3 to Y4 (Beech Class to Oak Class) Current Y3s have weekly lesson with EF throughout their time in Beech Class
Transition from Y6 to Y7	Emails & phone calls between school and secondary school heads of Year 7/staff (including SENCOs) – Consideration of Y6 pupils being able to visit their new school and communicate with staff from the secondary school visit the primary school in a manner that respects social distancing .	SD & EF to liaise with secondary schools (Monmouth Comprehensive & John Kyrle High School)
Finance		
The budget for 2020/2021 has not been set because the finance committee has been unable to meet	Governing body agreed budget by on-line resolution 5 th May 2020. Submitted to LMS 11 th May 2020.	
Cancelled trips need to be refunded, but	Reimburse the money to families as they may be in financial difficulty and this will maintain positive relationships - the school should be able to	<ul style="list-style-type: none"> • Yr 6 Oakerwood • Yr 5 trip to Bristol



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venues/coach companies have not yet issued refunds	secure refunds in the long term through insurance claim	<ul style="list-style-type: none"> • JD to liaise with trip organisers & parents
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Buildings and Logistics		
Will summer building work still go ahead?	<p style="background-color: yellow;">Planned proposals for adding to and improving outdoor playground currently on-hold.</p> <p style="background-color: green;">No indoor building work planned</p>	<ul style="list-style-type: none"> • SD & JD to be kept informed/updated by outdoor learning companies (those who provided school with quotes) when businesses/work resuming (following Government guidance)
Provision of FSM and UFSM required	St. Weonards / HMFA enterprises to provide and deliver meals (packed lunches in short term) for UFSM (Reception, Y1 & Y2) and FSM.	SD & JD to liaise with St. Weonards
Water standing in tanks/pipes since school closure.	School water system has been in use throughout the school closure / Learning Hub weeks. Stewart Morehead has monitored and carried out Legionella testing procedures.	
There may be a shortage of disposable stock in school (hand towels, tissues, etc)	Ordering has been taking place whilst school has been a Learning Hub and stock levels maintained.	SD, JD & GH monitor and order accordingly.
Recruitment and Staffing		
New staff need to be recruited for September	no new staffing or recruitment taking place	Governors/PB/SD/JD



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Miscellaneous		
Pupils' uniforms are no longer suitable and families are reluctant (or unable) to buy new ones before September	No school uniform until end of term. This also allows daily washing of clothing.	

We are unable to do anything further at this point in time to lower the red high risk issues.