

| Ref | Potential Risk | School to calculate | | | Detail of Risk | ODST suggested steps to mitigate risk | What you could do / What you are doing | School to recalculate | | | School to add details | | | |
|--|---|---------------------------------------|----------------------------------|--------------|---|---|--|---------------------------------------|----------------------------------|--------------|-----------------------|---|--|--|
| | | X Severity of impact | Y Likelihood of occurrence | Impact score | | | | Residual Risk X (Impact) | Residual Risk Y (Likelihood) | Impact score | Risk owner | PROGRESS UPDATE - [DATE] | Direction of travel: Has the level of risk increased or decreased since v.1? | |
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| A - Social Distancing- Start and end of school (Risk Owner: School) | | | | | | | | | | | | | | |
| A.01 | Lack of effective infection protection and control when children arrive or depart the school setting- PRIOR to opening | 5 | 5 | 25 | Significant risk of virus transmission with increased numbers of pupils and parents arriving and leaving the site at the beginning and end of the school day. | <ul style="list-style-type: none"> •Dedicated school transport does not require social distancing to be applied but DOES require groups of children to sit together to reflect their bubbles. Sanitation will need to be available on both access to and egress from the transport. School to fully consider the best way to maintain social distancing for parents and children when accessing/egressing the school site- this could include any physical features around the school perimeter which can be utilised to support social distancing, the viability of staggered drop off/pick up times, additional controls at the front of the school such as signage and/or distance and directional markings. •Parking matters which may compromise social distancing. Once a scheme is established, the school should fully communicate with parents how the scheme needs to operate and clear messages that anyone showing symptoms should not attend the school at all. •Encourage parents to communicate with the school electronically or by phone if there are day to day issues. •School to organise hygiene arrangements for all persons coming to the premises to use before entering. | Check OCC Transport risk assessment and arrangements for South Hinksey bus. Confirm with OCC where bus can drop children off safely and where it can wait at end of day pick up as usually this is on school site but this will not be feasible as space will be needed for parents waiting to collect children. Plan for staggered drop off and pick ups (keeping siblings together) at 10 minute intervals using current one-way system. Confirm with Pre-School that most families will use alternative entry/exit separate to school site (8 families will need to access through school site). Continue with current hygiene arrangements of hand washing and use of hand sanitiser for everyone entering school site. Consider if Reception outside area could be used for parents to wait in for Reception children. Write to parents to explain plan for staggered drop off and pick up arrangements. Parents encouraged to communicate with school using phone or email rather than in school office to protect office staff. Front door shut so visitor/parents use intercom for access. PPE available for office staff. Plan for member of staff to be on playground at drop off and pick up times to support arrangements. | 5 | 3 | 15 | | | 11/8/20 OCC transport confirmed bus will wait outside front of school and children will be collected at 3pm. Confirmed Reception outside area will be used for any parents with children who need more time to leave parents. All other actions completed. | |
| A.02 | Lack of effective infection protection and control when children arrive or depart the school setting- WHEN open and following A.01 actions | 5 | 3 | 15 | Risk of virus transmission with increased numbers of pupils and parents arriving and leaving the site at the beginning and end of the school day | <ul style="list-style-type: none"> •School to monitor the effectiveness of their arrangements and perfect or change if necessary. •Communicate with parents who may be compromising the arrangements and seek their support in upholding the school's actions. •Maintain social distancing when greeting and releasing pupils or engaging with parents. •Close management and maintenance of hygiene arrangements for persons visiting the site. | | 5 | 1 | 5 | | 28/09/20 All actions in place. Suggested to parents to wear masks at drop-off and pick-up and majority do so. | | |

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| B - Social Distancing - | | | | | (Risk Owner: School) | | | | | | | | |
| B.01 | Lack of effective infection protection and control within the classroom and educational spaces will significantly increase the potential for virus transmission - PRIOR to opening | 5 | 5 | 25 | Significant risk of virus transmission with increased numbers of pupils occupying the site in a manner that does not support social distancing guidance | <p>School to review all the internal and external spaces for their viability to support Pupil bubbles of 30 or full classes. The bubbles cannot come into contact with each other, although staff may move between bubbles so long as social distancing can be maintained. This will need to include a number of areas; the number of staff and pupils each space can accommodate with social distancing applied, the need for desks to be forward facing, the limitations on numbers imposed by access and egress into these spaces, with particular attention to pinch points and any other features which may require management to achieve proper social distancing and the potential for measures such as one way systems around the school to assist. In considering the maximisation of space on the site- the viability of room separators and outdoor spaces , for example. Additionally, consideration could be given to temporary structures on the school grounds such as marquees, yurts/tening, temporary buildings and even portacabin style structures.</p> <ul style="list-style-type: none"> •Schools will need to determine if any of their available areas cannot be used if applying social distancing. •Additionally, the contents of the rooms must be reviewed and consideration given to the enhanced cleaning requirements for all the 'bubble' shared educational items. •Classrooms need to be rearranged so that all desks are forward facing •School to consider the value of changing the structure of the school day to mitigate against the limitations posed by social distancing. •Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance (unless they are extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend). •Agree what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities. •Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. •Check for revised protocols from your local authority and update safeguarding policy if necessary. | Confirm different entry and exit points for classrooms, utilising most appropriate doors and waiting areas. Plan for lunches to be eaten in the classroom as access to hall will result in children passing closely in narrow corridor. Confirm all classes can arrange desks to be forward facing using existing furniture. Consider implications with children not being able to all see whiteboard/flip chart/teaching materials. Move, or remove, any unnecessary furniture and store in hall. Update risk assessments for children with EHCPs and medical needs. Employ additional member of staff to provide support for children with specific medical needs throughout the day (same person to take on additional cleaning throughout the day). Ensure each class has own first aid equipment so minor injuries can be dealt with within the class. Move staff room into the hall as current staff room is small for staff to access safely. Discuss arrangements with staff who work across different classes or in a class and office based (this affects two teachers). Plan for TAs to stay with one class as much as possible for term 1 and monitor arrangements for effectiveness during term 1. | 5 | 3 | 15 | | 11/08/20 All confirmed except some medical needs risk assessments to be completed with parents at start of term. Additional member of staff employed for cleaning and medical needs. Staff room being moved into hall. Current staff room to be used as a medical room and for isolation, if required. TA timetables completed so TAs remain with one class as much as possible. | |
| B.02 | Lack of effective infection protection and control within the classroom and educational spaces will significantly increase the potential for virus transmission- WHEN open and following B.01 actions | 5 | 3 | 15 | Risk of virus transmission with number of pupils occupying the site in a manner that does not support social distancing guidance. | <ul style="list-style-type: none"> •School to carefully monitor and manage all occupied spaces, adhering closely to the scheme devised by the school as a result of conclusions taken in B.01. •Number of pupils will also be affected by staff pupil ratios, the school's ability to carry out cleaning to standard and the school's ability to provide personal hygiene arrangements at an acceptable level (see separate sections below). | | | 5 | 1 | 5 | | 28/09/20 All actions in place. |

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| C - Virus control- Cleaning (premises) | | | | | (Risk Owner: School) | | | | | | | | |
| C.01 | School is unable to maintain correct enhanced cleaning standards - PRIOR to opening | 5 | 5 | 25 | Increased demands on school cleaning standards and frequency, with the introduction of larger pupil numbers, and increased spaces in use in the school setting may not be sustainable to the correct level with current resources. | <ul style="list-style-type: none"> School to consult with cleaners to confirm capability to meet new cleaning expectations. School to review and confirm sufficient cleaning products and stocks are available to support increased usage. Consideration will need to be given to the significant increase in demand for regular cleaning throughout the school day as a result of the increased numbers of pupils- potentially cleaners may have to be on site permanently to address the increased cleaning demand and the associated financial impact. Confirm cleaning company contract supports added responsibility and seek alternative if not. Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies. School to determine whether any shortfall of cleaning provision will need to affect the areas of the school in use and the number of pupils the school can accommodate as identified by B.01 above. | Advertise and employ additional member of staff for regular cleaning throughout the day (same person as taking on role of supporting children with medical needs). | 5 | 3 | 15 | | 11/08/20 Additional member of staff employed. | |
| C.02 | School is unable to maintain correct enhanced cleaning standards - WHEN open and following C.01 actions | 5 | 3 | 15 | Increased demands on school cleaning standards and frequency, with the introduction of larger pupil numbers, and increased spaces in use in the school setting may not be sustainable to the correct level with current resources. | <ul style="list-style-type: none"> Regularly review and monitor cleaning standards, cleaning products, volume of cleaning products available, the schedule of cleaning and their impacts on the school day. Any new or unfamiliar products being need to be risk assessed under COSHH regulations. School to ensure measures are in place to properly manage cleaning products in the vicinity of children with special consideration around allergies and potential misuse. | | 5 | 1 | 5 | | 28/09/20 All actions in place. | |

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| D - Virus control - Personal Hygiene (Risk Owner: School) | | | | | | | | | | | | | |
| D.01 | Schools are unable to support effective personal hygiene requirements due to limitations of resources or materials - PRIOR to opening | 5 | 5 | 25 | Schools may not be able to support personal hygiene standards due to the availability of sufficient quantities of soap and/ or sanitisers, the impact of social distancing on the access to, and time spent in, the washing facilities for the frequency of cleaning required. | <p>-Schools must determine whether existing facilities are suitable to support personal hygiene requirements of both staff and pupils. Schools to promote and encourage the 'catch it, bin it, kill it' approach to respiratory hygiene.</p> <ul style="list-style-type: none"> •Consideration given to additional temporary washing facilities and/ or hand sanitisers will be necessary. Cost effectiveness would lean towards increased hand sanitisers. •Schools must utilise findings and further reduce pupil attendance if personal hygiene standards cannot be consistently met. Particular attention to the number of toilets available, with associated cleaning demands, will need to be considered. •Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. | Ensure every classroom has an appropriate supply of tissues, hand sanitiser and lidded bins. Hire one additional temporary toilet to reduce amount of children using same toilets. Monitor arrangements for toilets and adapt as necessary. Continue to use same plan for use of PPE for intimate care and isolation area with supply of PPE. | 5 | 3 | 15 | | 1/08/20 Supplies ready to be delivered to classrooms. Additional toilets (may need 2 as one child may need own toilet - TBC) enquires made and ready to either hire or purchase. PPE ready for staff to use. Isolation area is new medical room and all PPE will be kept in there. | |
| D.02 | Schools are unable to support effective personal hygiene requirements due to limitations of resources or materials - WHEN open | 5 | 3 | 15 | School's ability to consistently apply arrangements identified under D.01 | <ul style="list-style-type: none"> •Schools thoroughly understand the NHS Test and Trace arrangements and how to contact PHE. Schools regularly monitor and review the adequacy of personal hygiene arrangements in relation to pupil numbers and staffing levels each day. •School to consider the use of hand PPE for staff if cleaning product supply could become compromised. •Schools need to determine if personal hygiene arrangements further impact upon the number of pupils they can accommodate as identified by B.01, C.01 and D.01. | Update flowchart of what to do if somebody display symptoms with reference to NHS Test and Trace arrangements. | 5 | 1 | 5 | | 28/09/20 All actions in place. Any updates regarding steps to take if positive case confirmed are recorded in case required. 12/10/20 Due to additional cleaning working successfully and monitoring updates from Government Guidance, decision made to remove temporary toilet. Staff will remind children to only stay in the toilet area for as long as is necessary and this will be monitored. | |

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| E - Virus control- Staffing | | | | | (Risk Owner: School) | | | | | | | | |
| E.01 | Schools are unable to fully sustain phased opening due to staffing matters- PRIOR to opening | 5 | 5 | 25 | Availability of staff is compromised by self-isolation requirements, domestic responsibilities, access to school premises and mental health impacts | <ul style="list-style-type: none"> School to consult with all staff about their availability. Where necessary a rota system should be considered or maintained if in place. Governed by pupil numbers (established under B.01 and qualified by C.01 and D.01), staffing ratios to pupil numbers need to be identified and arrangements organised to support this. It is possible that staffing numbers will significantly increase, and an early identification of shortfalls needs to be carried out and ODST informed. Where staff to pupil ratio is compromised at this stage, the school must adjust the number of pupils it can accommodate from the figures identified from B.01 through to D.01. Clear understanding of underlying health issues, which may affect availability, will need to be established. | Complete risk assessments for vulnerable staff to enable them to attend school as safely as possible. Confirm if regular volunteers would be willing to support in one classroom and update risk assessments for each volunteer and ensure they fully understand routines and expectations while on school site. Sports coaches will continue to provide PPA cover and they will read the school risk assessment and follow all procedures. | 5 | 3 | 15 | | 11/08/20 All vulnerable staff have completed risk assessments. Visitor/Volunteer agreement created, including for sports coaches. | |
| E.02 | Schools are unable to fully sustain phased opening due to staffing matters- WHEN open | 5 | 3 | 15 | Day to day variance in staff availability due to numerous factors including: suspected contact with virus carriers, transportation issues, domestic impositions, and concerns about personal safety | <ul style="list-style-type: none"> School to monitor staff ratios daily, making adjustments where necessary. Maintain good communication lines with staff and ensure issues around attendance can be anticipated - as far as possible. Welfare arrangements need to be communicated frequently. | | 5 | 1 | 5 | | 28/09/20 All actions in place. | |
| 22:23 F - Virus control- Catering matters | | | | | (Risk Owner: School) | | | | | | | | |
| F.01 | Schools are unable to provide suitable meals for attending pupils - PRIOR to opening | 5 | 5 | 25 | Dietary and allergy requirements are not capable of being met. Social distancing requirements impact negatively on food provision and consumption. Government guidance requires catering provision to be fully functioning from September. | <ul style="list-style-type: none"> School to consider the provision of meals for pupils and the implications of providing hot food where the kitchen will need to be deep cleaned before meals can be provided. Work with your catering supplier to ensure meals are available for all children in school and that food delivery/distribution arrangements are clearly understood. Consult with parents about the proposed catering arrangements . Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the implementing protective measures in education and childcare settings guidance), and under what terms. | Contact School Lunch Company to confirm plans and consider how feasible this is if children eat in their classroom. Confirm lunches provided will be packed lunch bags for term 1 and monitor the arrangements. Confirm separate pre-school plan for wrap around care and and contact parents using joint communication from school and pre-school. Plan for extra curricular clubs to not take place in term 1 but monitor arrangements with the possibility of these starting in term 2. | 5 | 3 | 15 | | 11/08/20 Lunch plans confirmed with packed lunch bags to be provided and taken to classes. Joint communication from school and pre-school sent home explaining no breakfast club or after school club for term 1. Parents informed no extra curricular clubs taking place in term 1. | |
| F.02 | Schools are unable to provide suitable meals for attending pupils - WHEN open | 5 | 3 | 15 | School is unable to satisfy requirements identified by F.01 | <ul style="list-style-type: none"> School to consider food provision implications and the number of pupils at the site. School to liaise with parents and caterers to identify alternatives. | | 5 | 1 | 5 | | 28/09/20 All actions in place. Hot food on two days per week to be offered from 5th October. Discussion between HT and Pre-School Manager on 24/09/20 confirmed not feasible for wrap-around care to be offered yet. | |

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| G - Virus control- Premises matters | | | | | (Risk Owner: School) | | | | | | | | |
| G.01 | Greater areas of the school are to be used without necessary servicing and maintenance in place- PRIOR to opening | 5 | 5 | 25 | Safe place of work systems are not maintained and staff and pupils are put at greater risk with particular attention to any temporary structures and any additional buildings being used away from the school site. | <ul style="list-style-type: none"> Review all fire arrangements to ensure they are appropriate Maintain testing of fire systems and equipment Ensure fire doors are serviceable Drain down and refresh the entire water system- •Weekly flush of infrequently used outlets Clean and descale shower heads Monitor water temperatures Gas appliance checks are resumed Gas appliances are within annual inspection- rear Reactivation of ventilation systems to ensure satisfactory function Ensure access and control systems are fully functioning normally Ensure internal and external lighting is functioning properly CCTV- where fitted- is functioning properly Drainage systems are functioning properly Any lifting or pressure equipment is tested satisfactorily and within annual inspection cycle- rearrange if not Particular attention to pest or insect infestation and, if present, suitably controlled Risk assessments are in place for any unconventional or new situations present at the site Staff training in all relevant areas is confirmed to be valid and addressed if not | SBM to confirm all work systems are maintained and log on Smartlog. Update any relevant risk assessments for all staff before start of term 1. | 5 | 3 | 15 | | 11/08/20 All relevant risk assessments updated and ready for staff to sign in September. | |
| G.02 | Greater areas of the school are to be used without necessary servicing and maintenance in place- WHEN open | 5 | 3 | 15 | Potential for unsafe school conditions to prevail. | <ul style="list-style-type: none"> Adherence to measures in G.01. Regular monitoring of the school environment and servicing/maintenance issues are routinely carried out. Refresh/review risk assessments to ensure full compliance with legal standards. | | 5 | 1 | 1 | | 28/09/20 All actions in place. | |
| H - Curriculum matters | | | | | (Risk Owner: School) | | | | | | | | |
| H.01 | Schools are unable to provide suitable teaching provision for attending pupils and non-attending pupils | 5 | 5 | 25 | Children are not learning within the school or as part of home learning. Lack of assessment opportunities means teachers are not aware of gaps in childrens knowledge and starting points for learning. Risk that online learning is either unavailable or ineffective for pupils and parents to access. Opportunities for consolidation of learning have been missed. Current curriculum planning does not take into account children's gaps and need to revisiting of knowledge and skills. Progression and continuity has been lost within classrooms and within, across and beyond year groups. | <ul style="list-style-type: none"> Decide what to reteach and what to let go. For all aspects of the curriculum that were missed decide whether to; Edit the content down so it can be recapped in a few weeks, or DO NOT recap the content (or only touch on it lightly) Use a variety of assessment methods to find out where pupils have gaps in knowledge, e.g. key concepts Consider how teachers will feedback these finding to subject leaders etc Consider teachers planning and using consolidation lessons -Check communication to pupils and parents which set out learning clearly and establish work completion expectations and timeline. Check access and effectiveness of home learning in place. ready for any chn who need to remain at home or in the event of further lockdown situation. Decide and plan on minimum amount and quality of activities and home learning establish expectations for teachers to plan, deliver and feedback around learning. Check and consider training opportunities and CPD need for teachers and support staff. | Continue to use Google Classrooms for homework and in school work so children are used to using this if remote learning is required. Share plan for curriculum and homework already prepared by DH with all staff, inline with guidance provided by ODST. Consider alternative learning spaces within school for children with EHCPs who may find it challenging to work in the classroom environment and consider the needs for these children to also be fully included within their class. | 5 | 5 | 25 | | 11/08/20 INSET to be used for updating staff. Annexe added to Homework, Curriculum, Behaviour and Learning Policies. Spaces confirmed for children with EHCPs. 28/09/20 Remote Learning Plan completed in consultation with teachers. Children self-isolating with symptoms/household member with symptoms have been informed how to access learning while at home and resources delivered, when requested. | |

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| I - Virus control- Equality, legal and reputational matters | | | | | (Risk Owner: School) | | | | | | | | |
| I.01 | Equality, legal and reputational issues are impacted by return to school arrangements - PRIOR to opening | 5 | 5 | 25 | Perception of discrimination around the kind of pupils being readmitted and the equality issues related to staggering attendance of pupils particularly if sections of the community are over or under represented. Parental attitudes to school become soured and grievances voiced | <ul style="list-style-type: none"> School to carefully consider the implications of their new arrangements and how they will impact upon the various sections of their community. Strong communication with parent group and wider sections of the community, if necessary, clearly outlining the school's strategy towards pupils attending and those remaining at home. Identify any actions or strategies which will minimise the risk of discrimination. | Write letter to all parents encouraging all children to attend school (including new Reception cohort), support with anxieties and complete risk assessments for children as appropriate. Work with external agencies working with families for support and advice. Vulnerable children to be invited in to see school site and staff on one of the September INSET days. Update Behaviour Policy to reflect need for children to remain in own class, and not to spend time in another class due to inappropriate behaviours. Update individual children's behaviour plans and risk assessments to reflect this. | 5 | 3 | 15 | | 11/08/20 All actions completed. | |
| I.02 | Equality, legal and reputational issues are impacted by return to school arrangements - WHEN open | 5 | 3 | 15 | Perception of discrimination around the kind of pupils being readmitted and the equality issues related to staggering attendance of pupils particularly if sections of the community are over or under represented. Parental attitudes to school become soured and grievances voiced | <ul style="list-style-type: none"> Regular communication with parents about school actions. Close monitoring of parental expectations. Careful consideration of how a phased rota will impact the educational progress of the year groups not in school. | | 5 | 1 | 5 | | 28/09/20 Regular information sharing with parent using Parnetail and Newsletter. | |

Key to Changes
in Risk Level

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Risk Ranking

- 1 to 6** **Manageable Risk:** Overall rating is 6 or less. Content to carry these risks. Monitor and track any change.
- 7 to 14** **Material Risk:** Overall rating is 7-14. Concerned about these risks. Need to be managed as a priority.
- 15 to 25** **Significant Risk:** Overall rating is 15 or above. Most concerned about these risks which are significant and should be referred to LGB for regular review.

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| Up |
| Same |
| Down |