

Risk Assessment and Risk Management Record		Location / Purpose: Return from Lockdown Control for Covid-19 outbreak from September 2020.		Number Covid 3
Leader: CEO	Other Staff: Headteachers / Deputy Headteachers/ TBM	Group Size: Trust	Date: Dynamic Risk Assessment from 3.7.2020 (see publish date for update)	
Ego Assessment: Notification [] Assessment [] Non-notified (Kent based non adventurous) []				
Identify Hazards – assessing the risk	Risk Rating High / Medium / Low	Control Measures – Reducing the risk		Outcome High / Medium / Low
<b>Prior to September 2020 reopening to all pupils</b>				
<p>Concern from staff and families about the safety of reopening.</p> <p>Including reputational damage to the trust or schools through mis-communication.</p> <p>Danger of making swift decisions about reopening without taking into consideration local context and governmental advice.</p> <p>Danger of mis-information about risks when school measures do not appear to align with wider measures (such as wearing of face masks on public transport and social distancing)</p>	Med	<ul style="list-style-type: none"> <li>Headteachers to engage staff in discussions about a safe return to ensure staff voice is heard and plans reflect staff opinions and concerns.</li> <li>Headteachers to communicate with parents about their thoughts on a stepped return, maintaining communication about how key risks will be lowered.</li> <li>Consideration of DfE guidance including: Guidance for Schools <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirusoutbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirusoutbreak/guidance-for-full-opening-schools</a> Guidance for Special Schools and Specialist Settings <a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schoolsand-other-specialist-settings/guidance-for-full-opening-special-schools-and-otherspecialist-settings">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schoolsand-other-specialist-settings/guidance-for-full-opening-special-schools-and-otherspecialist-settings</a> Guidance for Early Years Settings <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-andchildcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-andchildcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a></li> <li>School headteachers to devise their own contextual dynamic risk assessment – this will be shared with staff, governors and with trustees prior to phased opening, while noting the decision to</li> </ul>		Low

		<p>open PW and operate a phased return for both schools lies with the Trustees.</p> <ul style="list-style-type: none"> <li>• Headteachers to undertake team meetings with SLT to review staff concerns for phased reopening and build the issues raised into their dynamic risk assessment.</li> <li>• Gain clarity on approach to testing and tracing in line with government recommendations – this will include registering for testing as a trust so we can request testing for our staff.</li> <li>• Headteachers to share risk assessment with CEO, Trustees and governors to inform the decision to move ahead with phased reopening.</li> <li>• Publish the risk assessment for parents and staff on the school and trust websites.</li> <li>• Ensure the risks outlined by the government on prevention and response to Covid-19 have been adhered to by school leaders. Risks include contact, hand washing, respiratory hygiene, enhanced cleaning and consideration of PPE where needed. Responses include: test and trace, management of confirmed cases and containment of outbreaks.</li> </ul>	
<p>Lockdown measures(five tests) are now met by the government but local lockdown measures have now been introduced to manage spikes in infection.</p> <p>1.Make sure NHS can cope</p> <ul style="list-style-type: none"> <li>- 2. Sustained and consistent fall in the daily death rate</li> <li>- 3. Rate of infection decreasing</li> <li>- 4. Ensuring supply of PPE can meet future demand</li> </ul>	High	<ul style="list-style-type: none"> <li>• Prime minister to confirm local lockdown where there is a spike in Covid-19 cases.</li> <li>• Headteachers to have in place detailed strategies to support learning should another lock down be instructed. This will include the building of virtual classrooms through Microsoft 365.</li> </ul>	Low

- 5. Being confident that any adjustments would not risk second peak that would overwhelm the NHS.			
<b>Reopening from September 2020</b>			
Class size will preclude safe social distancing should all pupils return heightening the risk of transferring Covid-19 between pupils and adults.	High	<ul style="list-style-type: none"> <li>• Manage staff:pupil distancing in line with government guidance ratio to maintain where possible a safe distance of 2m between staff and pupils and limit closer distancing to short periods of time.</li> <li>• Keep groups of staff and children in pods to minimize the chance of cross infection should a case of Covid-19 be confirmed.</li> <li>• Clear signage and protocols in place to keep these groups together at play.</li> <li>• The necessity to build in breaks for staff to minimize staff cross-contamination.</li> <li>• Registers to be undertaken digitally where possible to reduce the need to visit the school office. School office staff protected from regular visits by adults and pupils. Safe screening installed and messages to staff to not enter office area unless essential.</li> </ul>	Low
The school may not be able to maintain provision and social distancing should all pupils in the phased year groups return.	High	<ul style="list-style-type: none"> <li>• Headteachers to undertake local risk assessment and ballot parents to ascertain the likely number of pupils returning.</li> <li>• Headteachers to manage the phased return for all pupils from September 2020 managed at a local level in each school.</li> <li>• Engage in Test and Trace, should a confirmed case in a member of staff or pupil, the self-isolation guidelines will be followed (as of 28 May, 14 days isolation for all staff and pupils traced to be in contact (within 2m for 15 mins) enacted.</li> <li>• Schools to put in place local management procedures for suspected cases of Covid-19 to help contain the outbreak.</li> </ul>	Low

<p>Danger of staff misinterpreting the protocols in school and heightening the risks of limiting social contact.</p> <p>Overburdening of staff with messages from team leaders raising their anxiety and workload.</p>	<p>Med</p>	<ul style="list-style-type: none"> <li>• Regular updates on plans for reopening with staff in place to ensure clarity in expectations and alignment to governmental and union advice.</li> <li>• Consideration of workload and wellbeing of staff and team leaders in schools will be considerate when sending key communications, refraining from communications outside the usual working hours where possible.</li> </ul>	<p>Low</p>
<p>Communicating with families:</p> <p>Parents may have differing viewpoints on the opening of school to all pupils.</p> <p>Parents' confidence in the school's capacity to keep their child safe may be questioned.</p> <p>Some pupils may continue to not attend limiting the educational and pastoral progress of the pupil.</p>	<p>Med</p>	<ul style="list-style-type: none"> <li>• Regular communication with parent to keep them informed and ensure compliance with partial opening.</li> <li>• Key worker families remain supported and parents are clear about what this means, holiday provision remains in place for keyworker families where available at school. Where possible, FLO and SENd staff will be asked to work from home.</li> <li>• Clarity in parental responsibilities to inform school if exposed to a Covid-19 case and clear procedures for locking down pods and staff who have been in contact with pupils / adults with confirmed Covid-19 infection.</li> <li>• Schools to write, in negotiation with parents/carers, the health plans of pupils who may be vulnerable to Covid-19 and build a plan to support the safe return of these pupils, recognizing the risk cannot be removed for contracting Covid-19 for any pupil or adult.</li> <li>• Schools to build a robust mechanism to ensure pupils attendance is strong and where all options have been exhausted, consider the issuing of penalty fines for deliberate non-attendance.</li> </ul>	<p>Low</p>
<p>Safety of pupils walking to school, particularly if there is no School Crossing Patrol at either school.</p>	<p>Med</p>	<ul style="list-style-type: none"> <li>• Dual entrances at both sites will be reduced to control movement of families.</li> <li>• Road Crossing Patrol to be re-instigated to ensure pupils can safely cross.</li> </ul>	<p>Low</p>

		<ul style="list-style-type: none"> <li>Families informed should there be no RCP available so they can make the decision on the safest way for their child to walk to school (RCP are available from September 2020).</li> <li>Arrival times to be staggered where appropriate for schools to reduce 'traffic' to school with one-way systems in place where possible (based on local practicalities).</li> </ul>	
While existing families and children are used to the protocols in school, new children joining the schools and nursery may not adhere to social distancing and expectations for behaviour.	High	<ul style="list-style-type: none"> <li>Headteachers to ensure EY staff and staff with casual admissions give clear direction to families and children on the expectations for social distancing and behaviour.</li> <li>Review safeguarding and behaviour policies to ensure these remain relevant for the opening of school to all pupils.</li> </ul>	
Break times and movement around the school			
Risk of passing infection during break times. Movement of children around the school with differing groups meeting other groups.	High	<ul style="list-style-type: none"> <li>Pupils to remain in their pods (a pod is defined as a group of pupils and staff who restrict contact with other staff and pupils when in school) for play.</li> <li>Corridors to be marked with a flow of movement and signage to prevent pupils colliding at WH – this has not been required at PW as there are multiple corridors so traffic is limited.</li> <li>Designate toilets for differing pods to reduce cross contamination.</li> <li>RGB to continue to review the safety of the sites.</li> </ul>	Med
Fire procedures do not currently recognize the social distancing required to minimize the risk of cross contamination of pods.	Med	<ul style="list-style-type: none"> <li>Review the protocols for fire and emergency evacuation.</li> <li>Groups to remain in their pods during evacuation and adults vouch for their own pods, each pod to remain at a social distance during evacuation and at muster points.</li> <li>Fire drill to be rehearsed by pods rather than a whole school drill, reducing the potential of cross infection.</li> </ul>	Low
Mixing of children at play heightens the risk of cross contamination of pods.	High	<ul style="list-style-type: none"> <li>Pupils to remain in their pods for play and given direction on reduced contact.</li> <li>Equipment not shared across pods to minimize contamination.</li> </ul>	Med

		<ul style="list-style-type: none"> <li>• While older children can be expected to maintain the social distancing, it is recognized that younger children in EY and KS1 may find this hard to adhere to, constant reminders need to be in place and vigilance by staff on duty.</li> <li>• Care plans in place for pupils with SENd and behavioural needs to best support them at break times and that their support reflects the current form of school.</li> </ul>	
Staff using the staff room or meeting with one another increases the risk of cross contamination.	High	<ul style="list-style-type: none"> <li>• Social distancing adhered to in staff room with a limit on the number of adults allowed in the pace at a given time (to be agreed locally by headteachers).</li> <li>• Regular cleaning of common sites by cleaning team (photocopier, coffee machine etc)</li> <li>• Only gathering of staff for meetings where necessary and with social distancing in mind.</li> <li>• Continue the use of virtual meetings where practical.</li> </ul>	Low
<b>Lessons</b>			
Social distancing is exceptionally hard in class, in particular for the EY and KS1 year groups.	<b>High</b>	<ul style="list-style-type: none"> <li>• Year groups split into pods of pupils and adults – where possible, familiar adults to be in charge of pods, creating as much ‘normality’ for pupils and reducing the risk of wider contamination across pods. Risks remain for contamination within pods and we recognize that it will not be possible to social distance within a pod.</li> <li>• Opportunities for outdoor learning within pods where possible will help social distancing and contamination.</li> <li>• Forest school in PW is operative with measures for each pod to use the outdoor area at differing times on a rota-basis, minimizing cross contamination. Equipment shared across pods will be sanitized between use by pods.</li> <li>• Pods will be kept apart during the day. During play times pods will be kept apart. Pupils will be reminded by duty staff to keep apart and not play games involving physical contact.</li> </ul>	<b>Med</b>

		<ul style="list-style-type: none"> <li>• Play and class equipment will be shared within pods and cleaned when used by other pods (in line with DfE guidance).</li> <li>• Where desks are used, pupils will use the same desk, chair and resources each day.</li> <li>• Move tables and chairs to mark placement of pupils, encouraging a physical reminder of social distancing. While advice states desks should face forward, headteachers will make a judgement on the positioning of furniture to ensure the safe distancing is maintained for pupils where practicable.</li> <li>• Clear signage and reminders for pupils in class.</li> <li>• Opportunities for regular hand cleaning at transition points for the class hub.</li> <li>• Build the cleaning team where possible to clean high use areas such as door handles , throughout the day. Each pod will have access to cleaning materials to clean high use areas also.</li> </ul>	
Assembly and gathering of wider groups of pupils poses a risk of cross-contamination of pods.	<b>High</b>	<ul style="list-style-type: none"> <li>• Wider gatherings beyond pods not permitted until wider guidance suggests this is possible. This includes assemblies and sporting events. Assemblies should be delivered through local means, including digital conferencing , allowing pupils and staff to feel connected to the school values. This will also support the wellbeing of staff and pupils.</li> </ul>	<b>Low</b>
Pupils may have missed a significant part of their schooling during lockdown and learning gaps may be significant for some pupils.	<b>High</b>	<ul style="list-style-type: none"> <li>• Subject leaders to build a robust curriculum to ensure gaps are noted, plugged and teachers have the resources to support accelerated learning to help pupils who have fallen behind in their learning to catch up.</li> <li>• Headteachers to build and enact a plan of how to utilize the Catch Up Funding to best support all pupils, including those with SEND, disadvantaged pupils and pupils whose attendance is poor.</li> <li>• Governors to carefully review the intent, implementation and impact of the curriculum offer from September 2020 and to</li> </ul>	

		<p>ensure the standard curriculum is fully in place from the summer term 2021 (as outlined in the DfE expectations).</p> <ul style="list-style-type: none"> <li>Careful consideration on how the gaps in learning will be assessed through regular formative assessment, allowing an accelerated return to expected levels of learning for all pupils by Summer term 2021.</li> </ul>	
<b>End of day / collection time</b>			
After school club would find social distancing difficult with a high uptake.	<b>High</b>	<ul style="list-style-type: none"> <li>Restrict after school club to key worker children only until restrictions are lifted in September. Thereafter with wider opening of school to all pupils, local decisions will be made by headteachers to define numbers for after school and breakfast clubs in line with current guidance.</li> <li>Wider clubs are not held until wider restrictions are removed as this will cause a mixing of pods across the school and cause difficulty in track and trace should a case of Covid-19 arise.</li> </ul>	<b>Low</b>
Parent may congregate at school gate, increasing the risk of cross contamination of pods.	<b>Med</b>	<ul style="list-style-type: none"> <li>Stagger collection times where practicable and recommend social distancing through a one – way system.</li> <li>Where possible on site to consider one-way movement to prevent crossover of people.</li> </ul>	<b>Low</b>
<b>Visitors on site</b>			
Deliveries on site and parents wishing contact with staff may increase the risk of contamination from Covid-19.	<b>Med</b>	<ul style="list-style-type: none"> <li>Ensure there is a clear protocol to receive deliveries and maintain social distancing. Delivery checked by office staff after assessment of risk of contamination.</li> <li>Screening erected to minimize cross infection for office staff.</li> <li>Sanitizing stations provided at the entrance to schools for deliveries and visitors.</li> <li>Parents encouraged to call into school by phone rather than face to face discussions where possible, minimizing the traffic to the school office.</li> <li>Toilets out of bounds for parents to restrict cross contamination for staff.</li> </ul>	<b>Low</b>



Contractors on site may not adhere to our systems and structures and may bring contamination of Covid-19.	<b>High</b>	<ul style="list-style-type: none"> <li>• Caretaker / Site Manager to brief all contractors on the protocols and expectations of prevention and response in place at the schools.</li> <li>• Staff to be alerted when contractors are on site to ensure they are aware of areas being worked on.</li> <li>• Pupils to be distanced from contractors wherever practicable.</li> <li>• Contractors to present their risk assessment to the site manager / caretaker to ensure they have adhered to the governmental guidance on working during Covid-19 restrictions.</li> </ul>	<b>Low</b>
<b>Safeguarding &amp; Welfare</b>			
During phased return , the safeguarding of pupils who are not attending and the reporting of safeguarding concerns may be missed.	<b>High</b>	<ul style="list-style-type: none"> <li>• Reviewed government and LA advice. Current policy and procedures adhere to recommendations from Kent LA - review regularly. RA in place for EHCP pupils. Regular contact with FLO and vulnerable families.</li> <li>• Flo contact to continue during return for vulnerable pupils not attending. Strong attendance is encouraged for all pupils from September 2020.</li> <li>• All concerns continue on My Concern digital safeguarding tracker, each concern will be triaged by the DSL team to ensure safeguarding practice continues.</li> </ul>	Low
Pastoral support may not reach the most vulnerable of families during lockdown and phased return, particularly for pupils not attending.	<b>Med</b>	<ul style="list-style-type: none"> <li>• Consideration for families having to take time off work - financial hardship – FLO to keep in contact with vulnerable families.</li> <li>• Those who might have used the food bank require support and monitoring to ensure pupils have the right nutrition. This is particularly important when facing the summer holiday without voucher provision.</li> </ul>	<b>Low</b>
Heightened risk from contamination should a pupil or adult show symptoms of Covid-19 while in school	<b>High</b>	<ul style="list-style-type: none"> <li>• PPE for the patient and staff supporting provided. Isolation room allocated in each school and pupil sent home and test ordered for the pupil. The parents of the pod informed that a suspected case has been highlighted. If confirmed as Covid-19, that pod will then be asked to self-isolate and contact tracking will be undertaken for staff, adults and pupils who have been in contact</li> </ul>	<b>Low</b>

		<p>with the pupil affected and instruction to self-isolate in accordance with government guidelines.</p> <ul style="list-style-type: none"> <li>Pod and areas,(this may be the entire school) deep cleaned - see protocols for cleaning below.</li> </ul>	
Staff workload and wellbeing may be adversely affected by this return.	<b>High</b>	<ul style="list-style-type: none"> <li>Senior staff and governors must ensure the workload expectations on staff are manageable when considering the staffing for reintegration of pupils.</li> <li>Senior leaders to continue to gauge the staff's wellbeing during this period of transition and provide mechanisms for staff being free to communicate any concerns.</li> </ul>	<b>Med</b>
<b>Infrastructure</b>			
Reduced availability of contractors and funds may cause risks in the infrastructure of the sites.	<b>High</b>	<ul style="list-style-type: none"> <li>To judge safety of accessing site (closed as a precaution or closed because of infection).</li> <li>Separate guidance for deep cleans where infection has been identified <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-setting">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-setting</a></li> <li>Potentially to arrange for deep clean (existing team or external professionals)</li> <li>Contractors - planned works - to cancel/go ahead</li> <li>Government guidance shared with site teams</li> </ul> <p>Supplies of PPE and sanitisation items procured. Social distancing enabling items procured (such as barrier and demarcation tape for external and internal use)</p>	<b>Low</b>
Contamination from those attending external clubs hiring school buildings.	<b>High</b>	<ul style="list-style-type: none"> <li>Hirings risk assessed during return from September 2020. Where risks cannot be reduced to low, hiring is not permitted.</li> </ul>	<b>Low</b>
The kitchens may not be able to provide meals for pupils, including the universal free school meal offer if all infant pupils return in EY and Year 1.	<b>High</b>	<ul style="list-style-type: none"> <li>Check the contract with WSM and ensure the form of meals delivered supports social distancing at WH.</li> <li>Risks to the costs of continued voucher provision mitigated through a phased reduction of vouchers for year groups in school.</li> </ul>	<b>Low</b>

		<ul style="list-style-type: none"> <li>Consider the universal free school meal offer and the practicality of providing meals for all infant pupils safely. Provide one week for the kitchen at PW to become operative after phased return.</li> <li>Speak with WSM (WH) and kitchen staff (PW) regarding any additional hygiene briefings with their staff.</li> </ul>	
<p>The school sites may not be cleaned sufficiently with the heightened risk of transfer of covid-19 virus.</p> <p>The government's guidance on risk prevention may not be met if there is a limited supply of cleaning products or staffing is not increased.</p>	<b>High</b>	<ul style="list-style-type: none"> <li>Cleaning staff to be available during the day to ensure high use areas (such as toilets, doors, surfaces and keypads) are regularly sanitized. At PW each pod will have their own cleaning products to ensure high use areas are sanitized.</li> <li>Daily sanitizing of areas used.</li> <li>Deep clean should a Covid-19 case be confirmed (following DfE recommendations)</li> <li>Bulk purchase of key sanitizing products to ensure there is a full resource of these should supply be disrupted.</li> </ul>	
<b>Finance and HR</b>			
<p>Due to lockdown, finance and HR functions may have been stretched and systems may not be ready to provide bulk orders for key resources.</p>	High	<ul style="list-style-type: none"> <li>Ensure that adequate paper is ordered - staff may need to photocopy a significant number of resources for home working</li> </ul> <p>Depending on timescale, some staff have the ability to work remotely - this could be widened</p> <p>Internal Scrutiny timetable</p> <p>Financial calendar</p> <p>Payroll</p> <p><a href="https://www.ascl.org.uk/ASCL/media/ASCL/Help%20and%20advice/Leadership%20and%20governance/Burgundy-Book-Novel-Coronavirus-guidance-17-Feb-2020-docx.pdf">https://www.ascl.org.uk/ASCL/media/ASCL/Help%20and%20advice/Leadership%20and%20governance/Burgundy-Book-Novel-Coronavirus-guidance-17-Feb-2020-docx.pdf</a></p> <p><a href="https://www.acas.org.uk/coronavirus">https://www.acas.org.uk/coronavirus</a></p> <p>Staff - if numbers of staff are reduced, consideration of how to limit the number of pods or spread the staffing rota more widely across staff in order to maintain staffing ratios.</p>	Low

		Ensure staff who need access to school when closed to children are inform team leaders to limit the potential for cross contamination.	
Staff who are vulnerable are placed at greatest risk during the phased return.	High	<ul style="list-style-type: none"> <li>Clinically extremely vulnerable – those shielding – staff and pupils not expected to attend – work from home</li> <li>Clinically vulnerable – remain working from home</li> <li>Staff or pupils who live with clinically vulnerable – attend as normal</li> <li>Staff or pupils who live with extremely clinically vulnerable only attend if stringent social distancing can be achieved – should be supported to work at home</li> <li>No attendance if self-isolating due to symptoms (either personally or in household) until test confirms the staff member does not have Covid-19.</li> </ul>	Low
Budgets may be stretched as a result of response to phased return. This may include costs of vouchers for meals and additional resources, and cleaning required.	High	<ul style="list-style-type: none"> <li>Carefully monitor the monthly budget returns to highlight where budgets may be on a trajectory to be overspent.</li> <li>Ensure any additional spends by headteachers are quality assured by the TBM / CEO and that spends are essential in raising standards or maintaining health and safety.</li> </ul>	Med
<b>Governance</b>			
Governors / trustees may visit schools after contact with a wider group of people, increasing the risk of contamination.	High	<ul style="list-style-type: none"> <li>Continue with virtual meetings where possible to reduce the need to travel and risk Covid-19 transfer.</li> <li>Where governors/trustees need to be present, limit the contact with staff groups and pods in case of cross contamination, allowing for ease of contact tracing.</li> <li>Key functions of governance , including statutory requirements, maintained through meetings to ensure the school and trust remain strong.</li> </ul>	Low
<b>Legal</b>			
Health and Safety at Work act 1974 – what is reasonably practicable to do?	High	<ul style="list-style-type: none"> <li>Ensure adherence to the act and where issues are not aligned, consider these points in the dynamic risk assessments.</li> </ul>	Low

Management of H&S at Work Regs 1999 – Risk Assessment – every employer shall make a suitable and sufficient assessment of the risks to the health and safety of employees exposed to whilst at work	High	<ul style="list-style-type: none"> <li>Consider any current risk assessments that require amendments in light of the new practice during phased return.</li> <li>Staff on care plans to be reviewed to ensure their return is safe.</li> </ul>	Low
The risk to the H&S of people not in employment (Pupils, visitors)	High	<ul style="list-style-type: none"> <li>Minimise social contact through encouraging parents to communicate with the school through phone or text.</li> <li>Provide sanitization stations at the entrance to the school building and erect Perspex screens to minimize fluid transfer in reception areas.</li> </ul>	Low
Lack of knowledge in the key measures needed to protect from contamination of Covid-19 in school.	Med	<p>Keep abreast of all governmental guidance issued.</p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p>	Low
Risk of H&S breaches and wider litigation for harm to staff, pupil through contracting Covid-19.	Med	<ul style="list-style-type: none"> <li>AM to feed back from Stone King legal standpoint</li> <li>As employer, the Trust must ensure the workplace is safe for pupils and staff. In these unprecedented times, the pandemic has raised the risks to our pupils and staff of contamination of Covid-19 which is a potentially life-threatening disease. While the trust recognizes that in remaining open to key worker families and the phased reopening of schools will pose a risk to pupils and staff of contracting the virus, the phased reopening of the schools will only take place should these risks be minimized through careful planning at the trust level and through local risk assessments by the headteachers.</li> <li>Continue to operate within the legislation on health and safety, civil legislation and best practice in handling hazardous materials on site.</li> <li>Regular updates to the Estates Team from TBM on best practice in maintaining staff and pupil safety.</li> </ul>	Low

<p>There is a reported risk to members of the BAME communities that they are at greater risk of contracting Covid-19</p>	<p>Med</p>	<ul style="list-style-type: none"> <li>• While consideration was made as to whether members of the BAME community within schools, children and staff, should be shielding; the recommendation is that this is not necessary from the government advice.</li> <li>• Continue with cleaning routines and social distancing outlined in this and the school's risk assessments to minimize the risk of infection transfer.</li> </ul>	<p>Low</p>
		<ul style="list-style-type: none"> <li>•</li> </ul>	