

## COVID-19: Operational risk assessment for school reopening

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 2 July 2020 as follows:

[Guidance for full opening - schools - GOV.UK](https://www.gov.uk/guidance/guidance-for-full-opening-schools)

**This recognises that the youngest children in schools cannot socially distance from adults or each other. The implementation of ‘bubbles’ are an alternative protective measure to keeping people apart. Therefore, ‘social distancing’ in this risk assessment refers to the use of bubbles and/or the requirement to keep to 1 or 2 metre distances, depending on the age of the children concerned.**

Based on SAGE modelling, the hierarchy of controls we have factored into our planning to help prevent the spread of COVID-19 are set out below:

### System of controls

This is the set of actions schools **must** take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.

Prevention:

1. minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
2. clean hands more often than usual
3. ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
4. introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach
5. minimise contact and maintain social distance
6. where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 - 4 must be in place in all schools, all the time.

Number 5 requires an assessment of how to maximise social distancing and minimise contact within the school.

Number 6 applies in specific circumstances.

Response to any infection:

7. engage with the NHS Test and Trace process
8. manage confirmed cases of coronavirus (COVID-19) amongst the school community
9. contain any outbreak by following local health protection team advice

Numbers 7 – 9 must be followed in every case where they are relevant.

Assessment conducted by:	Angela Hull	Job title:	Principal	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers
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Date of assessment:	14 September 2020	Review interval:	Half termly	Date of next review:	October 2020
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Related documents	
Trust documents:	<p><b>Government guidance:</b></p> <p><a href="#">Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak</a></p> <p><a href="#">Guidance for full opening - schools - GOV.UK</a></p> <p><a href="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a></p> <p><a href="#">COVID-19: cleaning of non-healthcare settings - GOV.UK</a></p> <p><a href="#">Safe working in education, childcare and children's social care</a></p> <p><a href="#">Face coverings in education - GOV.UK</a></p>

## Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	<b>Major:</b> Causes major physical injury, harm or ill-health.	H	H	H
	<b>Severe:</b> Causes physical injury or illness requiring first aid.	H	M	L
	<b>Minor:</b> 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 of fully opening, including social distancing guidance					
1.1 Capacity					

<p><b>Available capacity of the school is reduced when social distancing guidelines are applied</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Social distancing confirmed as 1m or less between children (depending on age) and 2m between children and adults (and between adults), again, depending on age of children.</li> <li>• Social distancing not expected for children in EYFS and KS1</li> <li>• Bubbles agreed of year groups or smaller, depending on phase of education.</li> <li>• Agreed new timetable and arrangements confirmed for each bubble.</li> <li>• Arrangements in place to support any pupils still unable to attend school with remote learning at home.</li> <li>• Face coverings available for staff and children to use in areas where social distancing is more difficult</li> </ul>	<p>Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Students placed into year group bubbles</li> <li>• Areas of school zoned for year groups where practicable, exceptions will be specialist rooms e.g. ICT</li> <li>• Classrooms rearranged to ensure staff 2m from students when teaching</li> <li>• Timetable adjusted so staff are removing between classes, minimizing number of people in corridors between lessons</li> <li>• List of students unable to attend retained by Deep Learning, arrangements made to monitor their work on line. HoDs to provide lessons via google classroom.</li> <li>• Year groups have different areas for lunch and break times. Break and lunch staggered to prevent year groups mixing.</li> </ul>	<p>M</p>
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**1.2 Organisation of teaching spaces**

<p><b>Classroom sizes will not allow adequate social distancing</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>Requirement for social distancing reviewed by government to support full classes to return to classrooms.</li> <li>Classrooms re-modelled, with chairs and desks in rows facing in the same direction to support social distancing.</li> <li>Clear signage displayed in classrooms promoting social distancing.</li> <li>In primary schools, classes stay together with their teacher and do not mix with other pupils.</li> <li>In secondary schools the year group stays together and does not mix with other pupils.</li> <li>Face coverings available for staff and children to use in areas where social distancing is more difficult</li> </ul>	<p>Y Y Y NA Y Y</p>	<ul style="list-style-type: none"> <li>Classrooms set out to ensure students are not sitting face to face.</li> <li>Lecture theatre to be used to allow for Y8 zoning of classrooms. As soft furnishing each student to be allocated a seat and room not to be used by any other student.</li> <li>Reflections room to be the first side of the main hall which will allow for zones for different year groups, all some way from other year groups students.</li> <li>Timetable modified to ensure that students remain in the same zones as much as possible and there is minimum contact in corridors.</li> <li>All classrooms contain posters regarding importance of social distancing</li> <li>Year groups zoned for access to lunches and outside spaces.</li> </ul>	<p>M</p>
<p><b>Large spaces need to be used as classrooms</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching.</li> <li>Large gatherings prohibited.</li> <li>Design layout and arrangements in place to enable social distancing e.g. students facing the same way in dining areas and not sat face to face.</li> </ul>	<p>Y Y Y</p>	<ul style="list-style-type: none"> <li>Only large space used is the Sports Hall for lunch period 4. Curtained off so no students from</li> </ul>	<p>M</p>

				<p>different year groups mixing</p> <ul style="list-style-type: none"> <li>Classrooms and dining areas set out so students are not seated facing each other. Exam desks to be used in dining room, dining tables marked out in Sports Hall</li> </ul>	
<b>1.3 Availability of staff and class sizes</b>					
<p><b>The number of staff who are available is lower than that required to teach classes in school and operate effective home learning</b></p>	M	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>Shielding guidance paused from 1 August 2020, allowing staff to return to work and children to schools</li> <li>Full use is made of those staff who are self-isolating or continue to be required to shield following discussions with their GP but who are well enough to teach lessons online.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>Full use is made of test and trace to inform staff deployment.</li> <li>Non-specialist teachers may be used to deliver content provided by subject specialists.</li> </ul>	<p>Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>All staff informed of importance of ensuring that HR are informed if ill or have symptoms of COVID 19</li> <li>HoDs and line managers to ensure staff who cannot attend but are well enough to work are utilised effectively</li> <li>Staff aware of test and trace</li> </ul>	L
<p><b>Re-timetabling and extended days mean that staff exceed their contracted working hours</b></p>	M	<ul style="list-style-type: none"> <li>Directed time calculations reworked and shared with staff</li> <li>PPA allocations still provided on timetables</li> <li>Where timetable restricts PPA or exceeds weekly hours for teachers, a two weekly timetable agreed to compensate</li> <li>Hourly rates of pay agreed for staff who are asked to work additional hours beyond their contracted hours</li> </ul>	<p>NA Y Y Y</p>	<ul style="list-style-type: none"> <li>Timetable does not require staff to work any more hours than currently</li> <li>Staff may need to stay in the room with classes at break time if wet, however, this is already directed time.</li> </ul>	M
<p><b>Staff are required to isolate following holidays abroad, making them unavailable for the start of the new term</b></p>	M	<ul style="list-style-type: none"> <li>All staff have been advised to follow government advice on the booking of holidays</li> <li>All staff have been advised of the need to be available for work at the start of the new term and to plan any quarantine timings into their holiday plans</li> </ul>	<p>Y Y Y</p>	<ul style="list-style-type: none"> <li>All staff informed of this in staff briefing 6/7/20. Briefing recorded and</li> </ul>	L

		<ul style="list-style-type: none"> <li>Staff managing attendance policy and absence policies to be followed from September</li> </ul>		<ul style="list-style-type: none"> <li>staff signposted to this if not present.</li> </ul>	
<b>1.4 The school day</b>					
<p><b>The start and end of the school day create risks of breaching social distancing guidelines</b></p>	H	<ul style="list-style-type: none"> <li>Start and departure times are managed, with staggering where possible</li> <li>The number of entrances and exits to be used is maximised.</li> <li>Different entrances/exits are used for different bubbles if entering at the same time.</li> <li>Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>Floor markings are visible where it is necessary to manage any queuing.</li> <li>Attendance patterns have been optimised to ensure maximum safety.</li> <li>One way systems around the school.</li> <li>Accessibility for disabled students and staff have been considered within changes.</li> <li>Extracurricular activities cancelled if relevant distancing and controls can not be put in place to protect bubbles.</li> </ul>	<p>Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>Start and end of day staggered</li> <li>Students directed to go to their classrooms in their zones as soon as they arrive in school</li> <li>Both main entrances to be used for arrival and dispersal according to year group.</li> <li>More lift keys to be provided for staff/students with mobility issues.</li> <li>One way systems not necessary, however, designated entrances and exits from buildings to minimise year group bubbles coming into contact</li> </ul> <p>Dining area marked out for queueing</p>	M

<p><b>Wrap around care provided in school is not able to comply with social distancing or bubble separation</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• School provided breakfast will be grab bags that can be distributed to classrooms or separate areas for each bubble</li> <li>• After school activities will be separated and offered to distinct year groups to ensure bubbles are maintained/or cancelled if not possible</li> <li>• Externally provided wrap around care on school site must provide the school with their risk assessment and control measures that comply with government guidance</li> </ul>	<p>Y Y NA</p>	<ul style="list-style-type: none"> <li>• Breakfast bar and juice to be picked up from the Learning Manager in the year group zone in the morning</li> <li>• After school activities will be year group based.</li> </ul>	<p>L</p>
<p><b>1.5 Planning movement around the school</b></p>					
<p><b>Movement around the school risks social distancing not being maintained</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Circulation plans have been reviewed and revised.</li> <li>• One-way systems are in place where possible.</li> <li>• Posters in corridors regarding social distancing.</li> <li>• Appropriate signage is in place to clarify circulation routes.</li> <li>• Pinch points and bottlenecks are identified, staffed and managed accordingly.</li> <li>• Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round.</li> <li>• Lesson change overs are organised to avoid overcrowding.</li> <li>• Pupils are regularly briefed regarding observing social distancing guidance.</li> <li>• Spaced lines on main corridors.</li> <li>• Appropriate duty rota and levels of supervision are in place.</li> <li>• Risk assessment in place for children who require support under EHCP where social distancing cannot be implemented e.g. TA pushing wheelchair</li> <li>• Play areas will be divided if more than one bubble is to use it at the same time</li> <li>• Outdoor play equipment will be either taken out of use, cleaned between use by different bubbles or separate equipment provided for each bubble</li> <li>• Face coverings available for staff and children to use in areas where social distancing is more difficult - highly recommending that these are worn</li> </ul>	<p>Y N/A Y Y Y Y Y Y Y N/A Y</p>	<ul style="list-style-type: none"> <li>• Timetable is amended so that where practicable year groups are in zones with members of staff moving.</li> <li>• This removes the need for as much movement around the academy by students.</li> <li>• Signage in place identifying doors to be used for the zones as much as possible although the use of toilet facilities may affect student movement.</li> <li>• Staff briefed 11.07.20 regarding potential increased duties which lie within directed time.</li> <li>• Inclusion co-ordinator to complete risk assessment for student in wheelchair.</li> </ul>	<p>M</p>
<p><b>1.6 Curriculum organisation</b></p>					

<p><b>Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened</b></p>	H	<ul style="list-style-type: none"> <li>Gaps in learning are assessed and addressed in teachers' short, medium and longer term planning.</li> <li>Praising stars will be used to assess the impact of interventions</li> <li>Curriculum has been re-ordered to focus on learning priorities for the phase of education if it can't all be caught up</li> <li>Plans for intervention are in place for those pupils who have fallen behind in their learning.</li> </ul>		<ul style="list-style-type: none"> <li>HoD meetings and line management used regularly to establish gaps in learning</li> <li>HoDs to review on line learning with staff to identify main gaps</li> <li>L&amp;P and staff briefing used to emphasise the importance of addressing gaps in knowledge and formulating plans at school level to address. Director support to be utilised where available.</li> </ul>	M
<p><b>Library book sharing risks virus infection</b></p>	M	<ul style="list-style-type: none"> <li>Libraries will not be used as a social space for children</li> <li>Children will be managed in small numbers to select a book</li> <li>Returned books will be quarantined for 72 hours before being returned to library shelves</li> </ul>	Y Y Y	<ul style="list-style-type: none"> <li>All in place and communicated to relevant staff</li> </ul>	L
<p><b>Practical music lessons spread virus through spittle and touch</b></p>	M	<ul style="list-style-type: none"> <li>Music lessons in the curriculum to be theory and touch instruments that can be easily cleaned only</li> <li>Peripatetic music lessons to continue online with the child using an instrument solely used by them</li> </ul>	Y Y	<ul style="list-style-type: none"> <li>Music room has to be used as bubble room for Y8 therefore minimal use of any instruments</li> <li>Enough ukulele that one set can be assigned to Y7 and 1 set to Y8</li> <li>Peripatetic teachers to continue to teach online.</li> </ul>	L
<p><b>1.7 Staff workspaces</b></p>					
<p><b>Staff rooms and offices do not allow for observation of social distancing guidelines</b></p>	H	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff have been briefed on the use of these rooms.</li> <li>Posters in place regarding social distancing and hygiene.</li> </ul>	Y Y Y Y	<ul style="list-style-type: none"> <li>Offices set out so that staff are not facing each other.</li> <li>Signs displayed on communal equipment</li> </ul>	L



		<ul style="list-style-type: none"> <li>Communal equipment removed or measures in place to disinfect between use.</li> <li>Face coverings available for staff to use in areas where social distancing is more difficult</li> </ul>		<p>directing staff to log off and disinfect after use.</p> <ul style="list-style-type: none"> <li>Staff to be provided with individual packs of disinfectant.</li> <li>All staff to be provided with a lidded mug and water bottle. Individual sachets of tea, coffee and milk for easy disposal.</li> <li>All staff to be reminded on staff training days.</li> </ul>	
<b>1.8 Managing the school lifecycle</b>					
<b>Limited progress with the school's calendar and work plan because of COVID-19 measures</b>	M	<ul style="list-style-type: none"> <li>School calendar for the year rationalised.</li> <li>Senior Leadership Team (SLT) and staff work plans to include short- and medium-term planning.</li> <li>Staff recruitment to continue employing social distancing and online interviews where appropriate</li> <li>Re-timetabling completed</li> <li>Plans and capacity in place should re-timetabling be required mid-year</li> </ul>	<p>Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>AP Deep Experience has plans in place should timetable change in line with new Government guidance.</li> </ul>	L
<b>Pupils in the first year of a new phase in their education do not feel prepared for the transition</b>	H	<ul style="list-style-type: none"> <li>Pastoral staff have spoken with pupils and their parents about the new stage in their education and resolved any issues</li> <li>Year 3 (OJAB), Year 7 and Year 12 students will have a day in the academy before the other year groups start at the beginning of the year to ensure they understand the school routines</li> <li>Regular communications with the parents and pupils are in place, including letters, newsletters and online broadcasts.</li> <li>Virtual tours of the school are available for parents and pupils.</li> <li>Online induction days for pupils and parents completed</li> <li>Secondary academies have undertaken ongoing virtual transition activity with feeder primary schools</li> </ul>	<p>Y Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>Y7 LM ringing parents of Y6</li> <li>SEND students have had contact via inclusion coordinator, EHCP via VP</li> <li>Transition work completed and collected</li> <li>Videos on website promoted to Y6</li> </ul>	M

		<ul style="list-style-type: none"> <li>• Additional transition activity has taken place for students with identified SEND</li> <li>• New pupils will have enhanced induction in the first weeks of the September term</li> </ul>		<ul style="list-style-type: none"> <li>• Lessons on line for Y6 induction day via feeder schools and website</li> <li>• Y6 parents contacted regarding expectations and support in September</li> <li>• Only the new Y7 will be in on the first day of term.</li> <li>• ACE programme and other induction to be delivered through first day and week back for Y7</li> </ul>	
<b>1.9 Governance and policy</b>					
<b>Directors are not fully informed or involved in making key decisions</b>	M	<ul style="list-style-type: none"> <li>• Online meetings are held regularly with the Board of Directors.</li> <li>• The Board of Directors are involved in key decisions on reopening.</li> <li>• Governors are briefed regularly on the latest government guidance and its implications for the school.</li> </ul>	Y	<ul style="list-style-type: none"> <li>• In place with Governors via googlemeets</li> </ul>	L
<b>1.10 Policy review</b>					
<b>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances</b>	H	<ul style="list-style-type: none"> <li>• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>• Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	Y Y	<ul style="list-style-type: none"> <li>• All local policies will be revised</li> <li>• Communicated to staff on staff training days.</li> </ul>	M
<b>1.11 Communication strategy</b>					

<p><b>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</b></p>	<p>H</p>	<p>Communications strategies for the following groups are in place:</p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Pupils</li> <li>• Parents</li> <li>• Governors/Trustees</li> <li>• Local authority</li> <li>• Regional Schools Commissioner</li> <li>• Professional associations</li> <li>• Other partners</li> </ul>	<p>Y Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Regular communication already in place using variety of methods which do not require face to face meetings</li> <li>• Further use of group call to employ email as much as possible.</li> </ul>	<p>L</p>
<p><b>1.12 Staff induction and CPD</b></p>					
<p><b>Staff are not trained in new procedures, leading to risks to health</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• INSET day will be held at the beginning of the September term</li> <li>• Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> <li>• Infection control</li> <li>• Fire safety and evacuation procedures</li> <li>• Constructive behaviour management</li> <li>• Safeguarding</li> <li>• Risk management</li> </ul> </li> </ul>	<p>Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Two days prior to Y7 return for staff training</li> <li>• All elements covered as per risk assessment</li> </ul>	<p>L</p>
<p><b>Staff training expires leading to risk that the trust can not appropriately support children e.g. first aid, MAPA, MHFA, DSL</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• First Aid qualifications extended by 3 months</li> <li>• For period of COVID-19 designated safeguarding training will not expire</li> <li>• Online training sought to replace or supplement training that is due to expire</li> <li>• Support from leaders in the Trust who have up to date training</li> </ul>	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• All first aid training in date</li> <li>• Additional staff are receiving additional online training.</li> <li>• All Senior Leaders have completed MAPA training.</li> </ul>	<p>M</p>
<p><b>New staff are not aware of policies and procedures prior to starting at the school when it reopens</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Induction programmes are in place for all new staff – either online or in-school – prior to them starting.</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• HR complete full induction for new staff</li> <li>• They will receive further training on staff training days prior to students starting.</li> </ul>	<p>L</p>

<p><b>Staff do not receive ongoing CPD leading to retention issues</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Learning and performance sessions will be provided in school with social distancing and using technology</li> <li>• The OIE will continue to support CPD through the offer of online programmes</li> <li>• Flick online learning will support with statutory, mandatory and additional training</li> <li>• Training on how to wear face coverings given on INSET days</li> </ul>	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• All in place during lockdown and facilities available to continue following September.</li> </ul>	<p>L</p>
<p><b>1.13 Free school meals</b></p>					
<p><b>Reduced food offers are available due to kitchen and dining capacity</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• A range of hot a cold food will be available (although this may not be a full menu)</li> <li>• Dining staggered to ensure full bubble can be catered for</li> <li>• Additional large spaces in school considered for dining</li> </ul>	<p>Y Y Y</p>	<ul style="list-style-type: none"> <li>• Catering will still be providing hot food but on a reduced menu.</li> <li>• Bubbles on two week rotation so that all students have access to hot meals at least 1 week in every fortnight.</li> <li>• Sports hall being used as a second dining space.</li> </ul>	<p>L</p>
<p><b>1.14 Risk assessments</b></p>					
<p><b>Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Risk assessment from other partners completed</li> <li>• Risk assessments are updated or undertaken before the school reopens in September and mitigation strategies are put in place and communicated to staff covering:             <ul style="list-style-type: none"> <li>- Personal care</li> <li>- EHCP</li> <li>- Vulnerable staff</li> <li>- MAPA</li> </ul> </li> </ul>	<p>Y Y</p>	<ul style="list-style-type: none"> <li>• Minimal visitors will be on site. Ongoing risk assessments will be done prior to access on site.</li> <li>• Inclusion Coordinator is responsible for student risk assessments which will be ongoing in line with any Government guidance.</li> </ul>	<p>M</p>
<p><b>1.15 School transport</b></p>					

<p><b>If any students use public transport:</b>  <b>Changes to bus schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality and do not align with staggered start and departure times</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• The details of how pupils will travel to and from school are known prior to September.</li> <li>• Effective liaison with bus companies is used as a basis for planning staggered start and departure times, where required.</li> <li>• Home learning and telephone support established where a child is unable to attend school due to transport issues.</li> <li>• Children encouraged to use other forms of transport, including cycling and walking.</li> <li>• Walking buses employed</li> <li>• Children advised how to queue at bus stops employing social distancing</li> <li>• Children advised how to use facial coverings (aged over 11) on public transport and remove safely on arrival at school</li> <li>• Additional hand washing and sanitising facilities available at bus parks and entrances to school.</li> <li>• Queuing at the school at the end of the day is managed to ensure social distancing</li> </ul>	<p>Y Y Y Y Y NA Y Y Y NA</p>	<ul style="list-style-type: none"> <li>• Minimal number of students arrive by service bus, majority walk</li> <li>• Information regarding safe use of public transport communicated to pupils via letter, text and link on the website.</li> <li>• No queues for buses at the end of the school day</li> <li>• Lidded bins available for disposal of face masks</li> </ul>	<p>L</p>
<p><b>If any students use home/school dedicated buses:</b>  <b>Social distancing is not adhered to and bubbles mix</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Effective liaison with local authorities and bus companies to understand their risk assessments and control measures, including additional cleaning</li> <li>• Children to be seated in bubble groups where possible, including social distancing</li> <li>• Children advised how to queue at bus stops employing social distancing</li> <li>• Children advised how to use facial coverings (over age 11) and remove safely on arrival at school</li> <li>• Additional hand washing and sanitising facilities available at bus parks and entrances to school.</li> <li>• Queuing at the school at the end of the day is managed to ensure social distancing</li> </ul>	<p>NA NA Y Y</p>	<ul style="list-style-type: none"> <li>• Bins and sanitiser available at school entrance for safe disposal of face masks</li> </ul>	<p>L</p>

<p><b>If any children use home school taxis and escorted home/school transport: Social distancing can not be maintained due to the need for support or the size of the vehicle</b></p>	M	<ul style="list-style-type: none"> <li>• Liaison with local authority to understand the control measures in place and risk assessments</li> <li>• Children to be seated apart as far as possible from other children and adults</li> <li>• Hand washing/sanitising on boarding and disembarking</li> <li>• Face coverings to be used if appropriate</li> </ul>	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Students have already been travelling to school during lockdown therefore students well versed in safety measures</li> <li>• VP CLS to access risk assessments via school transport</li> </ul>	L
<p><b>1.16 Multi-site working</b></p>					
<p><b>Staff who normally work across multiple sites risk the spread of infection across sites</b></p>	H	<ul style="list-style-type: none"> <li>• Whilst government guidance allows staff to move between sites, colleagues with a multi site contract will be required to identify one or two places of work and visit those sites only, unless operational necessity requires them to move.</li> <li>• Staff who are able, will still be asked to work from home.</li> <li>• If there is a need to change the designated site to manage operational risks at that site, hygiene precautions will be put in place before arriving at the new site.</li> </ul>	<p>Y Y Y</p>	<ul style="list-style-type: none"> <li>• Staff are aware of hygiene precautions, previously addressed.</li> <li>• Other professionals who attend site (school nurse/Careers, social workers etc.) will be briefed on social distancing measures in the academy. They will also be allocated a room to work.</li> <li>• Other professionals working with a number of students will be asked to complete a track and trace document by Reception. This information will be held by Reception for 21 days after the visit. This will enable us to trace individual contact in school.</li> </ul>	L
<p><b>1.17 Attendance and Punctuality</b></p>					

<p><b>Children do not attend school consistently as habits and social norms have changed</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• The need and value of attendance at school will be regularly reinforced with children and families</li> <li>• PR campaigns regarding attendance will be launched</li> <li>• Attendance staffing requirements will be kept under review to ensure that all absence is chased effectively</li> <li>• Regular safeguarding phone calls to those children not attending</li> <li>• Attendance fines will be reintroduced</li> </ul>	<p>Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• AAP appointed specifically to address attendance</li> <li>• Attendance officer fully conversant with attendance procedures and reviewing of absence</li> </ul>	<p>L</p>
<p><b>1.18 Alternative Provision</b></p>					
<p><b>Control measures are not in place for children attending alternative provision or otherwise accessing part time education</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Liaison with AP providers where children attend full time to ensure that risk assessment and control measures are in place in line with government guidance</li> <li>• Where attendance is part time, liaison to identify the risks of movement between settings</li> <li>• Children not to attend more than 1 setting in the same day</li> </ul>	<p>Y Y Y</p>	<ul style="list-style-type: none"> <li>• Inclusion coordinator regularly in contact and reviews provisions. Risk assessments already provided from the APs.</li> <li>• Students attending part time do not attend more than one provision in a single day.</li> </ul>	<p>L</p>
<p><b>2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19</b></p>					
<p><b>2.1 Cleaning</b></p>					
<p><b>Cleaning capacity is reduced so that cleaning of surfaces are not undertaken to the standards required</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection.</li> <li>• Working hours for cleaning staff are increased and additional staff appointed where necessary.</li> <li>• Dining areas, toilets and high frequency areas are prioritised in additional cleaning schedules and for cleaning between use by different bubbles</li> <li>• Cleaning logs completed in key areas e.g. toilets, dining and high frequency areas.</li> <li>• Classroom timetabling is shared to ensure the classrooms are cleaned when free</li> </ul>	<p>Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• All in place.</li> </ul>	<p>M</p>
<p><b>2.2 Hygiene and handwashing</b></p>					

<p><b>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</b></p>	H	<ul style="list-style-type: none"> <li>• An audit of handwashing facilities and sanitiser dispensers has been undertaken and additional supplies are purchased if necessary.</li> <li>• Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> <li>• Additional external wash basins have been provided at key points around the school.</li> </ul>	Y Y Y	<ul style="list-style-type: none"> <li>• Site team and daytime cleaners to monitor stock levels around the academy.</li> <li>• Facilities Manager responsible for ordering stock.</li> </ul>	M
<p><b>Pupils forget to wash their hands regularly and frequently</b></p>	H	<ul style="list-style-type: none"> <li>• Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> <li>• Hand washing is timetabled for arrival at school, when changing rooms, return from breaks and before and after eating</li> <li>• Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</li> <li>• School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis and timetable into the day if necessary.</li> </ul>	Y Y Y Y	<ul style="list-style-type: none"> <li>• All will be revisited in staff training.</li> <li>• SLT on duty all breaks and lunchtime and before and after school monitoring students handwashing.</li> </ul>	M
<p><b>2.3 Clothing/fabric</b></p>					
<p><b>Not wearing clean clothes each day may increase the risk of the virus spreading</b></p>	H	<ul style="list-style-type: none"> <li>• Government guidance has advised that children should be expected to wear full school uniform from September.</li> <li>• Additional uniform available in school to support vulnerable children who may require additional items.</li> <li>• Expectations and guidance are communicated to parents.</li> <li>• Additional uniform issued to catering, cleaning and site staff if they have insufficient</li> </ul>	Y Y Y Y	<ul style="list-style-type: none"> <li>• Any uniform which is loaned out to be quarantined for 72 hours.</li> <li>• Expectations communicated to parents via letter, text and website.</li> </ul>	M
<p><b>The use of fabric chairs may increase the risk of the virus spreading</b></p>	M	<ul style="list-style-type: none"> <li>• Take fabric chairs out of use where possible.</li> <li>• Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	Y Y	<ul style="list-style-type: none"> <li>• All office staff have been allocated a work station with their own equipment.</li> </ul>	L
<p><b>2.4 Testing and managing symptoms</b></p>					
<p><b>Testing is not used effectively to help manage staffing levels and support staff wellbeing</b></p>	H	<ul style="list-style-type: none"> <li>• Testing and tracing in place nationally.</li> <li>• Flowcharts provided to schools to explain what they need to do if they have a positive case confirmed.</li> </ul>	Y Y Y Y	<ul style="list-style-type: none"> <li>• All in place and will be revisited in staff training.</li> </ul>	L



		<ul style="list-style-type: none"> <li>Guidance on getting tested has been published.</li> <li>The guidance has been explained to staff as part of the induction process.</li> </ul>			
<b>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</b>	H	<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> <li>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms</li> <li>A record of any COVID-19 symptoms in staff or pupils is reported to the trust.</li> <li>Each school knows how to contact LA PHE for advice.</li> <li>Government advice followed for identifying contact levels: <ul style="list-style-type: none"> <li>Direct - less than 1m for 1 minute</li> <li>Proximity - within 1m to 2m for 15 minutes</li> <li>Travelled in the same car</li> </ul> </li> </ul>	Y Y Y Y Y	<ul style="list-style-type: none"> <li>All collection and monitoring of absence data in place via attendance officer for students and HR for staff.</li> <li>All SLT have phone numbers for LA PHE and have access to these off site.</li> <li>we will take advice from local PHE regarding local data and spikes and work with HPT</li> </ul>	L
<b>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19</b>	H	<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y Y Y	<ul style="list-style-type: none"> <li>Communicated to parents and carers via text letter and website.</li> <li>Communicated to students on first induction days in school.</li> <li>Communicated to staff on training day.</li> </ul>	M
<b>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</b>	H	<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and pupils as part of the induction process, including flowcharts</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y Y Y	<ul style="list-style-type: none"> <li>Communicated to parents and carers via text letter and website.</li> <li>Communicated to students on first induction days in school.</li> </ul>	M

				<ul style="list-style-type: none"> <li>Communicated to staff on training day.</li> </ul>	
<b>2.5 First Aid/Designated Safeguarding Leads</b>					
<b>The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk</b>	H	<ul style="list-style-type: none"> <li>First Aid certificates extended for three months.</li> <li>A programme for training additional staff is in place.</li> <li>Collaborative arrangements for sharing staff with other schools in the locality have been agreed.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>All in place</li> </ul>	L
<b>2.6 Medical rooms</b>					
<b>Medical rooms are not adequately equipped or configured to maintain infection control</b>	H	<ul style="list-style-type: none"> <li>Social distancing provisions are in place for medical rooms.</li> <li>Additional rooms are designated for pupils or staff with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>First Aid students will be attending the SID which is large enough for social distancing.</li> <li>Separate room available for students with suspected COVID.</li> </ul>	M
<b>2.7 Communication with parents</b>					
<b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b>	H	<ul style="list-style-type: none"> <li>As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>A COVID-19 section on the school website is created and updated.</li> </ul>	<p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>Parents/Carers kept informed via letter, text, website.</li> <li>Website maintained in line with Trust Protocols.</li> </ul>	L
<b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b>	H	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>As above</li> </ul>	L
<b>2.8 Personal Protective Equipment (PPE)</b>					
<b>Provision of PPE for staff where required is not in line with government guidelines</b>	H	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>Those staff required to wear PPE (e.g. SEND intimate care; supporting a child with COVID-19 symptoms; cleaning staff) have been instructed on how to put on and how to remove PPE</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>Covered previously in staff training. Reminder to be given on staff training day in September.</li> </ul>	L

		<p>carefully to reduce contamination and also how to dispose of them safely.</p> <ul style="list-style-type: none"> <li>Staff are reminded that the wearing of gloves is not a substitute for good handwashing.</li> </ul>			
<b>2.9 Catering</b>					
<b>Dining space can not cater for numbers of children with appropriate cleaning and hygiene</b>	H	<ul style="list-style-type: none"> <li>A reduced catering offer is established to ensure that increased numbers of lunch breaks and breaks can be managed for bubbles</li> <li>Primary - meals will continue to be provided to classrooms</li> <li>Secondary - additional dining spaces identified if needed</li> <li>Secondary - all students facing same way and social distancing in place by removing use of seats</li> <li>Dining spaces cleaned between bubbles</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>No break time provision for food</li> <li>Inside and outside areas for lunches identified, students can be separated into year group bubbles.</li> <li>Time to clean areas for lunch between bubbles available at the end of lunch 1 and 2-possible due to separate dining areas.</li> </ul>	M
<b>2.10 Finance</b>					
<b>Cash brought into the academy spreads the virus through handling</b>	M	<ul style="list-style-type: none"> <li>Cashless is encouraged at all times</li> <li>Parent letters requesting that cash is not used and accounts are topped up from home</li> <li>Any cash brought in is placed in the safe for 72 hours and hand immediately washed</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>Communication to parents/carers covers requirement for cashless catering</li> <li>Catering and finance staff aware of quarantining of cash arrangements</li> </ul>	L
<b>2.11 Gifts</b>					
<b>Children bring gifts for the end of term that spread the virus</b>	M	<ul style="list-style-type: none"> <li>Gifts to be discouraged</li> <li>Those that are brought should be accepted, hands washed and then quarantined for 72 hours</li> </ul>	<p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>Communicated to staff via training</li> </ul>	L
<b>3. Maximising social distancing measures</b>					
<b>3.1 Pupil behaviour</b>					

<p><b>Pupils' behaviour on return to school does not comply with social distancing guidance</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games.</li> <li>• Staff model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided.</li> <li>• Break times and lunch times are structured to support social distancing and are closely supervised.</li> <li>• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>• Messages to parents reinforce the importance of social distancing.</li> <li>• Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations - NB for EYFS and KS1 the bubble is designed to protect children that are too young to social distance.</li> </ul>	<p>Y Y Y Y Y Y Y Y NA</p>	<ul style="list-style-type: none"> <li>• Initial sessions in tutor groups for all year groups on their first days back covering social distancing etc. Regular reminders in tutor group time throughout the term.</li> <li>• Staff all aware of the need for modelling correct and safe behaviours, previously covered through original training and revisited in September training.</li> <li>• Movement of students minimised through zoning of lessons.</li> <li>• SLT available at all breaks and lunches to monitor social distancing</li> <li>• Students reminded regularly via tutor activities and assemblies</li> </ul>	<p>M</p>
<p><b>3.2 Classrooms and teaching spaces</b></p>					
<p><b>The size and configuration of classrooms and teaching spaces does not support government guidance</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• All furniture not in use has been removed from classrooms and teaching spaces or made inaccessible.</li> <li>• Arrangements are reviewed regularly.</li> <li>• Unnecessary equipment removed from classrooms</li> <li>• Soft toys and soft furnishings removed</li> <li>• Cleaning product and wipes available in EYFS to clean toys</li> <li>• Equipment in practical subjects will be cleaned between use by different bubbles or additional items purchased so that items are not shared beyond the bubble</li> <li>• Tables in rows with children facing the front to avoid face to face</li> <li>• Entering and exiting the classroom is 'one person at a time'</li> </ul>	<p>Y Y Y Y NA Y Y Y</p>	<ul style="list-style-type: none"> <li>• Classrooms using outside doors where possible to ensure one in at a time; therefore not blocking corridors</li> <li>• Classrooms all reconfigured so all students facing front</li> <li>• Soft chairs removed from all student areas</li> </ul>	<p>M</p>

3.3 Movement in corridors					
<p><b>Social distancing guidance is breached when pupils circulate in corridors</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Circulation plans have been reviewed and amended.</li> <li>• One-way systems are in operation where feasible.</li> <li>• Posters in corridors and circulation areas on social distancing</li> <li>• Floor markings in key areas</li> <li>• Circulation routes are clearly marked with appropriate signage.</li> <li>• Any pinch points/bottle necks are identified and managed accordingly.</li> <li>• The movement of pupils around school is minimised as much as possible.</li> <li>• Where possible, pupils stay in classrooms and staff move around.</li> <li>• Social time change overs are staggered to avoid overcrowding.</li> <li>• Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>• Appropriate supervision levels are in place.</li> <li>• Accessible routes have been planned where necessary.</li> <li>• Face coverings available for staff and children to use in areas where social distancing is more difficult</li> </ul>	<p>Y NA Y Y Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Students remain in the same sets of classrooms in year group bubbles for the majority of timetable-exceptions are practical, PE, Dance and ICT.</li> <li>• Staff briefed on movement-timetable adjusted to minimise student movement.</li> <li>• Doors identified for use to different “bubble” areas and signed appropriately</li> <li>• Signage produced for areas for bubbles to use at social time</li> <li>• Students in Y7-9 and Y10-11 arrive and leave school at different times, students go straight to classrooms in morning</li> </ul>	<p>M</p>
3.4 Break times					
<p><b>Pupils may not observe social distancing at break times</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Break times are staggered.</li> <li>• External areas are designated for different groups.</li> <li>• Pupils are reminded about social distancing as break times begin.</li> <li>• Social distancing signage is in place around the school and in key areas.</li> <li>• Supervision levels have been enhanced, especially with younger pupils, to support social distancing.</li> <li>• Face coverings available for staff and children to use in areas where social distancing is more difficult</li> </ul>	<p>Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Three breaks in the morning allow for different year groups to be in separate areas of the school at breaks.</li> <li>• Staff have been briefed on need for further duties-all take place</li> </ul>	<p>M</p>

				<ul style="list-style-type: none"> <li>within current directed time.</li> <li>Students to be reminded regarding social distancing and need to avoid contact with students in other year groups.</li> </ul>	
<b>3.5 Lunch times</b>					
<p><b>Pupils may not observe social distancing at lunch times</b></p>	H	<ul style="list-style-type: none"> <li>Pupils are reminded about social distancing as lunch times begin.</li> <li>Pupils wash their hands before and after eating.</li> <li>Dining area layouts have been configured to ensure social distancing.</li> <li>Tables and chairs have been cordoned off where this is not possible.</li> <li>Floor markings are used to manage queues and enable social distancing.</li> <li><i>PIN and biometric either disinfected between each use or replaced with manual recording of purchases (this could also be managed by children washing hands on entrance to dining hall??)</i></li> <li>Cashless 'reval' machines taken out of use and pupils advised to 'top up' from home.</li> <li>Water fountains taken out of use.</li> <li>Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces.</li> <li>Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes).</li> <li>Eating areas are cleaned between bubbles by catering, cleaning or MSA staff.</li> <li>Face coverings available for staff and children to use in areas where social distancing is more difficult</li> </ul>	<p>Y Y Y NA Y NA Y Y NA Y Y Y</p>	<ul style="list-style-type: none"> <li>All staff to remind students going to lunch to wash hands-hand washing stations available around school in various locations</li> <li>Dining areas reconfigured so students are not facing each other</li> <li>Dining room staff to wipe biometric reader between uses</li> <li>Floors marked out to ensure that students queue safely, one a breast and facing forward</li> <li>Sports hall and dining room used for lunches allow for students to be spaced out.</li> <li>Reval machines to be taped up and parents reminded to top up from home</li> </ul>	M

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<b>3.6 Toilets</b>					
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>	H	<ul style="list-style-type: none"> <li>• Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>• Floor markings are in place to enable social distancing.</li> <li>• Pupils know that they can only use the toilet one at a time.</li> <li>• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>• The toilets are cleaned frequently.</li> <li>• Monitoring ensures a constant supply of soap and paper towels.</li> <li>• Bins are emptied regularly.</li> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> <li>• Face coverings available for staff and children to use in areas where social distancing is more difficult</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>• Floor marking in place</li> <li>• Number of cleaning staff increased to ensure more cleaning, bin emptying and regular monitoring of supplies</li> <li>• Pupils are reminded regularly regarding the importance of correct hand washing at all times.</li> </ul>	M
<b>3.7 Medical Rooms</b>					
<b>The configuration of medical rooms may compromise social distancing measures</b>	H	<ul style="list-style-type: none"> <li>• Social distancing provisions are in place for medical rooms.</li> <li>• PPE provided in medical room for first aiders</li> <li>• Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>• Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>• Separate room close to toilets to be used for students who present with COVID symptoms</li> <li>• Cleaning staff aware of need to clean affected areas immediately following use by student with COVID symptoms</li> <li>• PPE available for First Aiders</li> <li>• Separate room available for first aid with space to seat students whilst socially distanced from staff, other ill students.</li> </ul>	M
<b>3.8 Reception area</b>					

<p><b>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Social distancing points are clearly set out, using floor markings, continuing outside where necessary.</li> <li>• Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).</li> <li>• Screens between Receptionist and visitor installed if not already in place</li> <li>• Signing in completed by Reception staff so that visitors do not touch pens, visitors book, signing in screens etc</li> <li>• Meeting room identified for essential meetings where social distancing can be complied with.</li> <li>• Non-essential deliveries and visitors to school are minimised.</li> <li>• Signs on gates to confirm not accepting non-essential visitors</li> <li>• Arrangements are in place for segregation of visitors.</li> <li>• Visitor logs kept to support Track and Trace</li> <li>• Face coverings available for visitors and they will be asked to wear these in the academy</li> </ul>	<p>Y Y Y Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• All markings, visitor logs and screen already in place. All reception staff already use these measures.</li> </ul>	<p>M</p>
<p><b>3.9 Arrival and departure from school</b></p>					
<p><b>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Start and finish times are staggered or different entrances/exits for different bubbles</li> <li>• The use of available entrances and exits is maximised.</li> <li>• Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.</li> <li>• Weekly messages to parents stress the need for social distancing at arrival and departure times.</li> <li>• Parents and carers to be advised that all communication(s) will be undertaken by telephone or letter to eradicate the need to present themselves on site beyond designated drop off/pick up points</li> </ul>	<p>Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Both available entrances and exits to be used on all days designated for particular year groups</li> <li>• Staggered starts and finishes for 7,8,9 together and 10,11</li> <li>• Students to go straight to tutor group/period 1 to enable students to get on site quickly without need for queueing.</li> <li>• Group call to be used for parental reminders</li> <li>• Start of year letter to include message to parents regarding communication by</li> </ul>	<p>M</p>



				telephone/letter or email rather than on site	
<b>3.10 Transport</b>					
<b>The use of public and school transport by pupils poses risks in terms of social distancing</b>	H	<ul style="list-style-type: none"> <li>Guidance is in place 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 on public transport.</li> <li>Guidance in place for pupils and parents on how to enter and exit buses whilst complying with social distancing.</li> <li>Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied.</li> <li>Hand sanitizers and hand washing available on arrival at school</li> </ul>	<p>Y</p> <p>Y</p> <p>NA</p> <p>Y</p>	<ul style="list-style-type: none"> <li>Letter to parents includes guidance on public transport-minimal number of students traveling on public transport.</li> <li>Extra sanitizing and hand washing available in the academy</li> </ul>	M
<b>3.11 Staff areas</b>					
<b>The configuration of staff rooms and offices makes compliance with social distancing measures problematic</b>	H	<ul style="list-style-type: none"> <li>Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff.</li> <li>Hot desking will be stopped, only one member of staff allocated to a desk.</li> <li>WFH will remain in place for staff who can in order to minimise staffing</li> <li>Face coverings available for staff to use in areas where social distancing is more difficult</li> </ul>	<p>Y</p> <p>Y Y</p>	<ul style="list-style-type: none"> <li>Support staff desks allocated in offices</li> <li>Staff working in department work areas must spray the computer if used before them and again when finished. Signs on computers to remind.</li> <li>Desks in departments reconfigured, if not 1 metre apart staff side by side.</li> </ul>	M

				<ul style="list-style-type: none"> <li>All teaching staff to have own pack of sanitizer spray</li> </ul>	
<b>3.12 Catering</b>					
<p><b>Social distancing is not possible in kitchen/catering areas</b></p>	H	<ul style="list-style-type: none"> <li>Reduced menus agreed to manage increased number of lunch breaks</li> <li>Simple menus developed allowing staff to work at a single workbench</li> <li>1 member of staff in small areas e.g. fridges, store rooms at any time</li> <li>Staff instructed in social distancing</li> <li>PPE provided if social distancing can not be maintained</li> <li>Catering staff advised on handwashing a minimum of every 30 minutes and before and after preparing food</li> <li>Catering staff advised to remain behind the counter during serving</li> </ul>	<p>Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>All in place, business manager has met and briefed all catering staff</li> </ul>	M
<b>3.13 Home Visits</b>					
<p><b>Staff are placed at risk of contracting COVID whilst undertaking home visits</b></p>	M	<ul style="list-style-type: none"> <li>Home visits will not be undertaken unless absolutely necessary</li> <li>Staff will not travel together to undertake a home visit</li> <li>Visit will be undertaken on doorstep - staff will not enter the home</li> <li>Social distancing will be maintained throughout - knock on door and step back 2m</li> <li>All usual control measures for home visits should also be followed</li> </ul>	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> <li>All in place, discussed with inclusion team and measures to be adhered to</li> </ul>	M
<b>4. Continuing enhanced protection for children and staff with underlying health conditions</b>					
<b>4.1 Pupils with underlying health issues</b>					

<p><b>Pupils with underlying health issues are not identified and so measures have not been put in place to protect them</b></p>	H	<ul style="list-style-type: none"> <li>• Parents have been provided with clear guidance and this is reinforced on a regular basis.</li> <li>• Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon</li> <li>• Individual risk assessments undertaken for any student identified being at higher risk e.g. BAME, ECV and actions put in place in agreement with student/parents</li> <li>• EHCP and risk assessments updated</li> <li>• Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	<p>Y Y y Y Y</p>	<ul style="list-style-type: none"> <li>• All students with underlying health conditions monitored and known via inclusion team</li> <li>• New year 7 information collated by LM and VP</li> <li>• Risk assessments to be put in place for BAME students</li> <li>• Parents reminded to ensure school is informed of any new conditions or changes to existing conditions</li> </ul>	M
<p><b>4.2 Staff with underlying health issues</b></p>					
<p><b>Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them</b></p>	H	<ul style="list-style-type: none"> <li>• All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated.</li> <li>• Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>• Individual staff risk assessments undertaken where additional risk factors identified e.g. BAME, male, over 70, pregnant, extremely clinically vulnerable</li> <li>• Current government guidance is being applied.</li> </ul>	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Information collated by HR.</li> <li>• Risk assessments already in place for those staff identified under current guidance</li> <li>• Staff reminded in the staff briefing of the need to update HR if any changes/new conditions identified. Reminded in training September</li> </ul>	M
<p><b>5. Enhancing mental health support for pupils and staff</b></p>					
<p><b>5.1 Mental health concerns – pupils</b></p>					
<p><b>Pupils' mental health has been adversely affected during the period that the</b></p>	H	<ul style="list-style-type: none"> <li>• There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> </ul>	<p>Y Y Y</p>	<ul style="list-style-type: none"> <li>• Staff trained in the academy</li> </ul>	M

<p><b>school has been closed and by the COVID-19 crisis in general</b></p>		<ul style="list-style-type: none"> <li>• There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> <li>• Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).</li> <li>• Resources/websites to support the mental health of pupils are provided.</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Learning managers will be based in year group bubbles to allow easy access if students wish to raise well being issues.</li> <li>• LMs will then refer students on if needed through inclusion</li> <li>• Assembly and tutor group programme has regular referrals to wellbeing and mental health</li> <li>• Resources available via website and regularly reviewed and updated. Texts senate end of each half term to sign post these.</li> </ul>	
<p><b>Additional safeguarding concerns are identified on children's return to school</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• All staff will receive safeguarding training as part of the INSET on the first day of term</li> <li>• Additional time will be provided for DSLs and inclusion teams in the first few weeks of term, if required, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate</li> </ul>	<p>Y Y</p>	<ul style="list-style-type: none"> <li>• Safeguarding training built into first day training in September</li> </ul>	<p>M</p>
<p><b>5.2 Mental health concerns – staff</b></p>					
<p><b>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</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Staff are encouraged to focus on their wellbeing.</li> <li>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>• Staff briefings and training have included content on wellbeing.</li> <li>• Staff briefings/training on wellbeing are provided.</li> <li>• Staff have been signposted to useful websites and resources.</li> <li>• Staff are encouraged to use the staff EAP</li> </ul>	<p>Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Staff regularly receive reminders to contact HR or Line Manager if concerned about mental well being in weekly briefings</li> </ul>	<p>M</p>

		<ul style="list-style-type: none"> <li>Weekly staff wellbeing surveys</li> </ul>		<ul style="list-style-type: none"> <li>Staff ambassador providing well being and mental health support</li> <li>HoDs to be reminded in meetings to raise issues regarding staff if they are concerned about their mental well being</li> <li>Weekly surveys being conducted centrally</li> <li>Staff have been regularly signposted to the EAP and will continue to do so.</li> </ul>	
<p><b>Working from home can adversely affect mental health</b></p>	H	<ul style="list-style-type: none"> <li>Staff working from home have regular catch-ups with line managers.</li> <li>Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise.</li> <li>Appropriate work plans have been agreed with support provided where necessary.</li> <li>Staff working from home may help provide remote learning for any pupils who need to stay at home.</li> </ul>	<p>NA Y NA Y</p>	<ul style="list-style-type: none"> <li>No staff currently raised the issue of being unable to come into work.</li> <li>Staff regularly reminded to contact HR if circumstances change</li> <li>Review of work patterns will take place in case of those who may have to work from home and are well enough to work from home.</li> </ul>	M
<p><b>5.3 Bereavement support</b></p>					
<p><b>Pupils and staff are grieving because of loss of friends or family</b></p>	H	<ul style="list-style-type: none"> <li>The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>Support is requested from other organisations when necessary.</li> <li>Bereavement training delivered to over 200 staff during June 2020</li> </ul>	<p>Y Y Y</p>	<ul style="list-style-type: none"> <li>Inclusion team aware of how to refer students for specialist bereavement support</li> </ul>	M

				<ul style="list-style-type: none"> <li>All SLT and additional staff have received bereavement training</li> </ul>	
<b>6. Operational issues</b>					
<b>6.1 Review of fire procedures</b>					
<b>Fire procedures are not appropriate to cover new arrangements</b>	H	Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>Bubbles not mixing</li> <li>Possible absence of fire marshals</li> <li>Social distancing rules during evacuation and at muster points</li> <li>Possible need for additional muster point(s) to enable social distancing where possible</li> <li>Staff and pupils have been briefed on any new evacuation procedures.</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>PEEPs reviewed and updated</li> </ul>	Y	<ul style="list-style-type: none"> <li>New areas for muster points identified and will involve use of field in addition to cage area already used</li> <li>New signage to go up</li> <li>New arrangements to be given to students upon return</li> <li>Training on new procedures arranged for September training days</li> </ul>	M
<b>Fire evacuation drills - unable to apply social distancing effectively</b>	H	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> </ul>	Y	<ul style="list-style-type: none"> <li>Students will muster in their year group bubbles at a suitable distance from other year groups.</li> </ul>	M
<b>Fire marshals absent due to self-isolation</b>	H	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	Y	<ul style="list-style-type: none"> <li>Addressed in new fire risk assessment and plan</li> <li>SLT available if needed</li> </ul>	M
<b>6.2 Contractors working on the school site</b>					

<p><b>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Ongoing works and scheduled inspections for schools (e.g. estates related) will continue.</li> <li>• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>• Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times.</li> <li>• Contractor risk assessment has been provided prior to works beginning</li> <li>• Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> <li>• Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>• In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>	<p>Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• All addressed by business and premises manager and in place</li> <li>• Works being carried out over school holiday, after school hours if not complete in September, or in areas where there are no students after September.</li> </ul>	<p>M</p>
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**7. Finance**

**7.1 Costs of the school's response to COVID-19**

<p><b>The costs of additional measures and enhanced services to address COVID-19 places the school in financial difficulties</b></p>	<p>M</p>	<p>Prior To Sept</p> <ul style="list-style-type: none"> <li>• Additional cost pressures due to COVID-19 identified.</li> <li>• Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>• Net increase in costs approved by Region Exec and CFO</li> </ul> <p>Sept Onwards</p> <ul style="list-style-type: none"> <li>• Additional COVID-19 related costs are monitored and options for reducing costs as guidance changes are reviewed.</li> <li>• The school's projected financial position will be shared regularly with the Board</li> </ul>	<p>Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• FM, BM and Principal to agree actions and offsets. Any net increase to be reported via Regional Exec to CFO for approval.</li> <li>• Monthly Principal meetings to focus on monitoring variances and long term implications of operational and educational response to returning under Covid-19</li> </ul>	<p>L</p>
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**8. Governance**

8.1 Oversight of the governing body					
<p><b>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• The Trust Board continues to meet regularly via online platforms.</li> <li>• The agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>• The Principal'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.</li> <li>• Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>• Scheme of Delegation has been reviewed to ensure schools and the Trust can respond appropriately - delegated decisions tracked and reviewed.</li> </ul>	<p>Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• All in place, addressed at Trust level where appropriate</li> </ul>	<p>L</p>
9. Additional site-specific issues and risks					
Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
<p><b>Staff cover reception at lunch, only one computer</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Staff covering others on reception are aware of the need to refrain from using someone else's equipment when on reception.</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Staff instructed to avoid use of computer and phone if covering at lunch-only to monitor the gate.</li> <li>• Staff covering to take own walkie talkie to communicate with SLT site team if necessary</li> </ul>	<p>L</p>
<p><b>Lecture theatre needs to be used as Y8 bubble classroom</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Lecture theatre is only used for one year group when needed for lessons</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Member of staff assigns students to seats which are socially distanced. These are marked out so any other class using theatre will use different seats entirely</li> </ul>	<p>L</p>



<p><b>One side of dining hall needs to be used for reflections</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>Hall is large enough to ensure that it can be set out onto distinct year group zones</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>Exam desks will be used and set out so that students will be socially distanced from others, but also separated into distinct zones so that different year groups are not in contact with each other.</li> </ul>	<p>L</p>
<p><b>Area for fire assembly is enclosed and does not allow for social distancing</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>Field to be used also</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>VP also to act as event controller as students will assemble in two different areas</li> <li>Training given on training day in September to all staff</li> </ul>	<p>M</p>
<p>Bike shed use does not allow for social distancing of students</p>	<p>H</p>	<ul style="list-style-type: none"> <li>Up to three students allowed in at any one time as long as they are in the same year group bubble.</li> <li>SLT to monitor</li> <li>Students will wash hands regularly</li> </ul>	<p>Y Y Y</p>	<ul style="list-style-type: none"> <li>In place</li> </ul>	<p>L</p>
<p>S59 has no outside ventilation and is needed for specialised teaching</p>	<p>H</p>	<ul style="list-style-type: none"> <li>Door to S59 and door from reception to be propped open every day, all day</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>Staff using this room and site team all aware of need to prop open door</li> <li>Doors to remain open whether occupied by a class or not</li> <li>Room only to be used when no other space is available</li> </ul>	<p>M</p>